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ABSTRACT

Proceedings of the 1980 meeting of the North Carolina Association for Institutional Research, which focused on the role of institutional research in institutional governance, are presented. Contents are as follows: "The Role of Institutional Research in Academic Program Evaluation: An Overview" (Dennis R. Hengstler); "The Role of Institutional Research in Academic Program Evaluation: Information from and about Students" (James L. Morrison); "Academic Program Evaluation and Faculty Quality" (Norman P. Uhl); "The Role of Institutional Research in Academic Program Evaluation: Information from and about Alumni" (Hugh Fuller); "The Use of Institutional Research Data in the Evaluation of Budget Requests" (Ben H. Romine); "Institutional Research for the College Trustee" (LaRose F. Spooner, Meredith McDonald, and Walter R. McDonald); "Institutional Research: In Search of a Definition" (Robert E. Fry and Sue Ann Walker); "Upper Division Enrollment and Program Production" (Leonard E. Ballou and Nancy Y. Lee); "Pounding a Fact Book: One University's Approach" (Dorothy F. Sutton); "Developing a Predicted Grade Point Average Formula Using High School Grades: A Lesson in the Value of Cross Validation" (Linda K. Pratt, Norman P. Uhl, and Sandy H. Davis); and "College-Age and General Population Trends in North Carolina and the South" (Frances J. Ewing). The following abstracts are presented: "Model for Determination of Student Attrition: Causes and Trends" (H. David Keim, II and Alice P. Stevenson); "Recruiting and Retaining Nontraditional Students in Vocational Programs: A Model" (Linda Dillon); and "Development of Strategies to Improve Minority Student Retention Based upon a Synthesis of Research" (Jeff E. Smith and Norman P. Uhl). (SW)

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THE ROLE OF INSTITUTIONAL RESEARCH IN INSTITUTIONAL GOVERNANCE

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PROCEEDINGS

EIGHTH ANNUAL MEETING of the NORTH CAROLINA ASSOCIATION for INSTITUTIONAL RESEARCH

Charles I. Brown

Editor

Holiday Inn
Wrightsville Beach, N.C.

November 12-14

1980

1980

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of

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THE ROLE OF INSTITUTIONAL RESEARCH IN INSTITUTIONAL GOVERNANCE

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PROGRAM AND CONTRIBUTORS TO NOAIR'S EIGHTH

ANNUAL MEETING

Wednesday, November 12

- 9:30 - 12:00 UNC Director's Meeting, Nor'Easter Room
- 1:00 - 6:00 Registration - Lobby
- 2:00 - 4:45 Open Meeting of the Inter-Institutional Research Group of the Institute on Desegregation, Jeff Smith, NCCU, Coordinator, Nor'Easter Room
- 3:00 - 6:00 Workshop on Statistical Packages and Techniques, Tom Bohannon, ASU, Chart Room
- 6:00 - 7:30 Social Hour, Poolside
- 7:30 - Dinner, Nor'Easter Room
Speaker: Dr. Robert Williams, ECU
- 10:00 - Informal Collegial Interchange, Hospitality Suite 102

Thursday, November 13

- 7:30 - 8:45 Breakfast Buffet, Nor'Easter Room
Business Meeting and Election of Officers
- 9:00 - 10:30 Panel Session: Long-Range Planning, Nor'Easter Room
Moderator: Ken Wood, WCU
Panelists: Dr. Roy Carroll, Vice President for Planning, UNC General Administration;
Dr. James Oliver, Vice President, NC Center for Independent Higher Education; Dr. Marcus D. Allred, Vice President for Planning and Research, NC Department of Community Colleges
- 10:30 - 11:00 Break
- 11:00 - 12:15 Concurrent Sessions
1. "Institutional Research for the College Trustee," LaRosa Spooner, Meredith College (Moderator), Gary Melville, Haywood Technical Institute, Walter McDonald, Louisburg College, Nor'Easter Room
 2. "Institutional Research for the New College Administrator," Pat Braxton, NCSA (Moderator), Don Reichard, UNC-G, Phares Nye, Wake Technical Institute, Chart Room
- 1:45 - 3:15 Panel Session: The Role of Institutional Research in Academic Program Evaluation, Nor'Easter Room
Moderator: Denny Hengstler, UNC-G
Panelists: Norman Uhl, NCCU; Hugh Fuller, NCSU;
James Morrison, UNC-CH; Ben Romine, UNC-C

- 3:15 - 3:45 Break
- 3:45 - 5:00 Concurrent Sessions
1. "Institutional Research: In Search of a Definition," Bob Fry, UNC-W and Sue Anne Walker, WCU, Chart Room
 2. "Campus Response to the Physically Handicapped," Maurice Salani, Facilities Commission (Moderator), Thomas Heath, Facilities Commission, Laura Drumbeller, UNC-CH, Nor'Easter Room
- 5:00 - Meeting of 1981 Executive Committee, Hospitality Suite 102
- 7:30 - 10:30 Workshop on Professional Development for Institutional Researchers, Paul Naylor, UNC-CH, Chart Room
- 8:00 - 9:15 Table Topics Session, Nor'Easter Room
- A. "Model for Determination of Student Attrition Causes and Trends," Alice Stevenson and David Keim, Beaufort County Community College
 - B. "Upper Division and Program Productivity," Leonard Ballou and Nancy Lee, ECSU
 - C. "Recruiting and Retaining Nontraditional Students in Vocational Programs: A Model for the 58 N.C. Community Colleges and Technical Institutes," Linda Dillon, NCSU
 - D. "Founding a Fact Book: One University's Approach," Dorothy Sutton, UNC-G
 - E. "Developing a Predicted Grade Point Average Formula Using High School Grades: A Lesson in the Value of Cross Validation," Linda K. Pratt, Norman P. Uhl, and Sandy N. Davis, NCCU
- 10:00 - Informal Collegial Interchange, Hospitality Suite 102

Friday, November 14

- 8:30 - 10:00 The 1980 Census John Schofield, Pitt Community College; Larry McNutt, U.S. Bureau of the Census, Nor'Easter Room
- 10:00 - 10:30 Break
- 10:30 - 11:30 "College-Age and General Population Trends in North Carolina and the South," Francis J. Ewing, State Demographer, Nor'Easter Room
- 12:00 - 1:30 Luncheon - Dining Room
Speaker: Dr. Larry Blake, President, North Carolina Department of Community Colleges

Adjournment

HIGHLIGHTS OF THE EIGHTH ANNUAL MEETING

OF THE

NORTH CAROLINA ASSOCIATION FOR INSTITUTIONAL RESEARCH

Timothy R. Sanford, President

The Eighth Annual Meeting of the North Carolina Association for Institutional Research (NCAIR) was held at the Holiday Inn in Wrightsville Beach, N.C. on November 12-14, 1980. Over 70 persons attended the conference which was highlighted by the Association's achieving over 100 members (104) for the first time since its founding in 1972. "The Role of Institutional Research in Institutional Governance" was the theme of the meeting, and various facets of the Institutional Research role were developed through workshops, panels, speakers, group sessions, and paper presentations. A brief review of the program follows.

The conference began with an open meeting of the Inter-Institutional Research Group of the Institute on Desegregation at N.C. Central University. Chaired by Jeff Smith, Director of the Institute, the informal meeting included discussion sessions led by Charles Brown, Fayetteville State, Dennis Hengstler, UNC-G, Donald Reichard, UNC-G, Norman Uhl, N.C. Central, and Chairman Smith. Overlapping with this meeting was a workshop on Statistical Packages and Techniques run by Tom Bohannon of Appalachian State University. The evening featured a fine seafood dinner followed by a delightful talk by Dr. Robert Williams of The University of North Carolina General Administration.

Thursday morning dawned clear and cold on the beach, but NCAIR members were there to greet the sun over a breakfast buffet and annual business meeting. New officers elected for 1981 were: President - Timothy R. Sanford, UNC-CH; President-Elect - Don P. Altieri, Caldwell Community College and Technical Institute; Secretary - Wanda Fisher, UNC-C; Treasurer - Dorothy Sutton, UNC-G; Members-at-Large - Dalton Brooks, Pembroke State, Vietta Neal, Johnson C. Smith University, and Maurice Salani, Higher Education Facilities Commission. Outgoing president, Robert M. Ussery of East Carolina, will continue to serve NCAIR as Immediate Past-President.

The program continued with a panel session chaired by Ken Wood of Western Carolina on Long-Range Planning. A stimulating and realistic view of the topic was provided by Roy Carroll, Vice-President for Planning of The University of North Carolina General Administration, James Olliver, Dean of Administration at Pfeiffer College, and Marcus Allred, Vice President for Planning and Research at the Department of Community Colleges. Two concurrent sessions followed the panel. The first was chaired by LaRose Spooner, Meredith College, with Gary Melville, Haywood Technical Institute, and Walter McDonald, Louisburg College, discussing Institutional Research for the College Trustee. Pat Braxton, School of the Arts, chaired the second session on Institutional Research for the New College Administrator with presentators Don Reichard, UNC-G, and Phares Nye, Wake Technical Institute.

After a break for lunch, the afternoon began with a panel discussion on The Role of Institutional Research in Academic Evaluation which was moderated by Dennis Bengstler, UNC-G. The blue ribbon panel consisted of Norman Uhl, N.C. Central, Hugh Fuller, W.C. State, James Morrison, UNC-CH, and Ben Romine, UNC-C. As in the morning this panel also was followed by two concurrent sessions. Institutional Research: In Search of a Definition by Bob Fry, UNC-W, and Sue Anne Walker, Western Carolina, was the topic of one session, and the other was Campus Response to the Physically Handicapped with Maurice Szani and Thomas Heath of the State Facilities Commission and Laura Drumbheller, UNC-CH.

Paul Naylor, UNC-CH, presented a workshop on Professional Development for Institutional Researchers in the evening, and the other part of the program was a Table Topics Session including the following papers:

- A. "Model for Determination of Student Attrition Causes and Trends," Alice Stevenson, Beaufort County Community College and David Keim, Nash Technical Institute
- B. "Upper Division and Program Productivity," Leonard Ballou, Elizabeth City State University
- C. "Recruiting and Retaining Nontraditional Students in Vocational Programs, A Model for the 58 N.C. Community Colleges and Technical Institutes," Linda Dillon, N.C. State
- D. "Founding a Fact Book: One University's Approach," Dorothy Sutton, UNC-G
- E. "Developing a Predicted Grade Point Average Formula Using High School Grades: A Lesson in the Value of Cross Validation," Linda Pratt, Norman Uhl, Sandy Davis, N.C. Central
- F. "Faculty Evaluation Survey," Nancy Lee, Elizabeth City State University.

Friday morning witnessed the first NCAIR Fun Run led by Paul Naylor; incidentally, Paul also had the distinction of being the only participant. After the excitement from this event had subsided, John Schofield, Pitt Community College, introduced Lawrence McNutt from the Charlotte office of the U.S. Bureau of the Census. Mr. McNutt's discussion of the 1980 census was followed by a presentation on College-Age and General Population Trends in North Carolina and the South by State Demographer, Francine J. Ewing.

The Conference concluded over lunch with a fine talk by Dr. James Owen, Jr., Vice President for Program Services of the Department of Community Colleges and former President of Guilford Technical Institute, who stepped in at the last minute for President Larry Blake. Dr. Owen suggested that state community colleges and technical institutes/colleges would turn to institutional research during the 1980's in response to tighter budgets, increased program evaluation activities, and closer scrutiny by the State.

Participants departed from Wrightsville Beach both with regret because the conference and the facilities had been so pleasant and with anticipation for future plans. NCAIR will have a joint conference with the Southern Association for Institutional Research in Charlotte on October 28 - 30, 1981, and 1982 promises great things as NCAIR celebrates its tenth anniversary.

P R E S E N T A T I O N S

THE ROLE OF INSTITUTIONAL RESEARCH IN ACADEMIC PROGRAM
EVALUATION: AN OVERVIEW

Dennis D. Hengstler
Evaluation Specialist
University of North Carolina at Greensboro

In the early 1970's authorities in higher education were beginning to express concern and fear about the projected decline in student enrollment as well as the prospective job market for graduates, particularly those with advanced degrees. Those fears and concerns became a reality in some fields by the mid and late 70's, complicated by a deteriorating economic situation. In 1977 McLaughlin, Montgomery and Sullins (p. 327) observed that, "It is becoming increasingly evident that the nation's economic crunch is not to be short lived and that higher education is near the forefront of a number of institutions and organizations which will be forced to react to such fiscal crises."

Echoing this point was the observation made at the long-range planning session that there will be increased pressure from the government as well as the availability of fewer resources for higher education institutions in North Carolina in the 1980's. With declining resources, university administrators are beginning to examine more closely the distribution of both private and public university funds. "Accountability" is becoming a key word.

In response to the increased fiscal and "accountability" pressures, universities are beginning to initiate reviews of their academic departments and programs. One reason why departments are being the focus of attention is because of their importance within the university structure. As Smart and Montgomery (1976, p. vii) pointed out: "Attempts to understand and enhance the organizational effectiveness of colleges and universities must recognize the importance of academic departments, since they constitute the fundamental organizational unit of these institutions."

Reasons for Department and Administrator Evaluations

There appear to be three general reasons why department or administrator reviews are initiated. The first is that the reviews can provide departments with information for program planning and improvement. Evaluations of this kind are often met with wide acceptance, due to their built-in appeal. Faculty, students, deans, or heads/chairpersons are provided the opportunity to express their satisfaction or dissatisfaction with various aspects of the department or administration. The participants are eager to believe that if "areas of concern" are identified, attempts will be made to correct the situation. The evaluation can act as a catalyst to spur necessary changes to insure high quality instruction, research, and service within the department.

The second reason for the reviews is to provide university administrators with information for budgetary and planning purposes. Universities are beginning to recognize that state support will not continue at previous levels, and that resource allocation may be the only way to initiate new programs and changes. As two university administrators (Carter and Weir, 1972) stated:

The University appears to face an extended period in which innovation and change will be accomplished primarily through the rearrangement and reallocation of resources, rather than through growth and the addition of resources, as in the past. We must establish guidelines for the evaluation of units and programs on this campus if we are to make wise decisions concerning the reallocation of resources.

In this regard, the University of Illinois established a Council on Program Evaluation (COPE) for the purpose of conducting evaluations of all academic units and some administrative units on the Champaign-Urbana campus. As they stated (Office of Planning and Evaluation, 1979):

The impetus for the study came largely from (1) a recognition that state support of the University would not continue at previous levels (dramatically reflected in the budget cuts of FY 1973); (2) a desire to insure that high quality instruction, research, and service continued to characterize the institution; (3) and anticipation of the likelihood of increased state interest in monitoring how resources were being used; and (4) a realization that resource reallocation might be the only way for the University to initiate new programs in the future.

It was generally believed that these forces made it imperative that an evaluation process be established and directly linked to campus long-range planning and budgeting. These linkages were expected to enhance program quality and at the same time to insure cost effectiveness.

Department reviews have also been used for program retrenchment or abandonment. Some observers (Gilmour & Beik, 1977, p. 2) have even predicted that such efforts will continue:

As enrollments and resources stabilize and then contract in the 1980's, program deletion will become more important. Curricula will have to be streamlined for cost reduction, increased flexibility and decreased administrative effort. Resources will also have to be recycled to support new programming initiatives.

However, the use of program reviews for program abandonment has been questioned. Smith (1979), in a study of the University of California program reviews, concluded that such reviews do not save money, and that they do not gather the kind of information useful for managerial decisions.

The third general reason for department or administrator reviews is for use by external groups. Such groups include accreditation agencies and state governing boards.

There may also be several underlying reasons or motives why department or administrator reviews are conducted. One such reason could be a reaction to increased criticisms of the department. The criticisms levied against departments include: their specialization of knowledge, decentralization of authority, creation of political and social blocks within the university, and general erosion of the university's effectiveness. Other potential motives, more specifically for administrator evaluation, include those identified by Cousins and Rogers (1977): (a) an attempt to alleviate campus unrest; (b) a response from the board of trustees to faculty demands (e.g., faculty representation on the board); (d) an attempt to pry unwanted staff members out of their positions; and (e) an effort to obtain evidence, perhaps of incompetence, that will stand up in court.

Finally, there is a philosophical motive for departmental or administrative review. This is expressed by a committee (SCOPE, 1972, p. 3) charged with responsibility of recommending departmental evaluation guidelines:

If we are to obtain some measure of control over our destiny, we must anticipate and lead rather than follow the demands of our patrons and constituencies.

With the handwriting on the wall, departments or universities may decide to initiate such reviews instead of waiting for external groups to do it.

Conducting Academic Program Evaluations

An important point that one needs to consider in conducting program evaluations is the audiences to which the evaluations are intended. Here, the audience may be dependent upon the purposes of the evaluation. Potential audiences could include such groups as: the departmental faculty and staff, campus administrators, boards of trustees or regents, alumni, students, advisory boards, state coordinating boards, governors, legislatures, accreditation commissions, etc.

Also, institutional researchers need to consider how the evaluation process is to be organized. That is, what type of evaluation strategy should be employed and what is the role of institutional research offices in program evaluation efforts? Basically, there are five types of evaluation strategies:

1. Administrative review: Local staff conducts an evaluation in response to an identified problem or external pressure.
2. Departmental self-study: Faculty conduct a thorough self-study to better understand their department.
3. External peer evaluation: Faculty in similar departments at comparable institutions make site visits, read documents, and make judgments and recommendations about the department.

4. Task force assessment: Faculty, students and administrators, usually at the same institution, are appointed to make a thorough study of the department.
5. Accreditation: Accreditation team reviews existing documentation, conducts site visits, and submits a formal report that compares the department against established professional standards.

The final point that one needs to consider in the evaluation process is the criteria that are to be used in determining the quality or merit of the academic program. The criteria are based upon information from four primary sources: information from and about faculty, students, alumni, and information from departmental records.

To speak on the role of institutional research offices in collecting, analyzing, interpreting and communicating the results of the four primary indicators of academic program quality are Dr. Ben Romine, University of North Carolina at Charlotte; Dr. Norm Uhl, North Carolina Central University; Dr. Jim Morrison, University of North Carolina at Chapel Hill; and Dr. Hugh Fuller, North Carolina State University.

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THE ROLE OF INSTITUTIONAL RESEARCH IN ACADEMIC
PROGRAM EVALUATION: INFORMATION FROM AND ABOUT STUDENTS

James L. Morrison
Professor of Education
University of North Carolina at Chapel Hill

My task today is to discuss indicators of academic program quality and the role of an office of institutional research in collecting, analyzing, and interpreting data from and about students vis-a-vis program quality. Given the limitations of time and the number of panelists for this session, I will not be able to address the topic in a substantive manner. Instead, I will limit my remarks to a brief description of those indicators from and about students often used in the context of program evaluation and will offer a few observations about the use of this information by IR staff members. Please know that I do this from the perspective of a professor of higher education and not as an institutional researcher "on the firing line." First, some indicators concerning students that may bear upon program quality.

We may categorize indicators as being about students or as being from students. For example, indicators about students would include such things as GRE scores for graduate and professional school students; SAT and ACT scores for entering students; high school rank and the high school from which students come (some high schools have better reputations than other); age; sex; race; the number of students receiving financial aid; the number of students on scholarship; the number of National Merit finalists who applied and who entered the institution; the number of students who work part-time while going to school, etc.

These indicators are frequently used in assessing program quality by themselves. The rationale goes something like this: an institution attracting students who are on the positive end of the distribution of SAT scores, who number many National Merit finalists among them, and so forth, is obviously attracting very good students, and is, therefore, an institution with high quality academic programs.

However, there is an alternative way of assessing the quality of program, i.e., what is the impact of the program on student development? In many respects, this perspective has a more substantive ring to it, because this perspective implies that a high quality program is one which has high impact on student development. Of course, this perspective gets us into the perennial question that has not been successfully addressed in the college student research literature. That is, what is the impact of the collegiate experience on student development? My point here, though, is that the institutional context and mission should establish the framework for assessing the quality of academic programs, not just an assessment of the characteristics of entering students.

With respect to obtaining information from students which might relate to program quality, we generally refer to surveys of entering students with respect to their attitudes, goals, reasons for attending college, etc. Such indicators may be used in conjunction with information about students who attend, with one conjecturing about the quality of students attracted and, therefore, something of the reputation of the program and the nature of students enrolled. These indicators, like those enumerated above, however, really do not enable us to address the program impact question, unless we use a longitudinal design.

Another set of indicators from students concerns student ratings of their degree of satisfaction with respect to courses, curriculum, instructors, the academic environment, the relationship between faculty and students, out-of-class experiences, internships, support to attend professional meetings, departmental facilities, advisement, the degree of commitment which other student their program have, and how well the program prepares them for a career. These can be and are frequently used as indicators of program quality. I would offer only this observation - how a student rates a program depends upon that student's frame of reference. In other words, students who come to the institution with very definite expectations of what they are going to get from their education may rate the same program quite differently from students who come not knowing what they want to do. Too, some students may want a very structured environment, whereas other students may want a very unstructured environment. Those students coming from different backgrounds and different perspectives will rate the same program quite differently. This is a consideration which we must have when we view student ratings of satisfaction.

Another consideration which we must bear in mind when using student ratings is that extraneous variables may affect those ratings. In my own research, for example, I have been concerned with explaining variation in student assessment of teaching effectiveness. From data collected from five two-year colleges in Pennsylvania, one predominantly black institution in Virginia, a major state university in South Carolina, and a large community college in North Carolina, I have found without exception that the variable with the greatest independent contribution in explaining student assessment of teaching effectiveness is "expected grade." Of course, what students think that their grade is going to be is not a variable on which we want to base evaluations of instructor quality! Thus we need to use caution when evaluating programs through using student assessment, and should not base our evaluation of program quality only on these assessments.

What is the role of the office of institutional research in using information from and about students in program evaluation? It would seem to me that the role of the IR office depends upon the specific institution and the existing relationship of that office with the administration and with the faculty. It is paramount, of course, that the latter perceive the IR staff as being extremely competent and very professional. It is also paramount that there be a good deal of consensus among these groups concerning the need, purpose, and use of program evaluation, as well as consensus on the indicators (measures) of program quality, the instrumentation, the design of the study, data collection, and analysis. Perhaps the IR staff can be most effective given this complex and politically sensitive situation by serving as technical consultants to faculty in assisting them to evaluate their own programs, particularly if the goal of program evaluation is to improve the quality of the program. Certainly the greater the role faculty members have with assessing the effectiveness of those programs in which they are personally involved, the more likely the results of this evaluation will be used in program revision, and, hopefully, in program improvement.

ACADEMIC PROGRAM EVALUATION AND FACULTY QUALITY

Norman P. Uhl
Associate Vice-Chancellor for Academic Affairs for
Research, Evaluation, and Planning
North Carolina Central University

I don't believe anyone would have trouble with the statement that the quality of faculty affects the quality of the academic program. But how do you measure the quality of faculty?

We have a number of indicators. This can be an extensive list so I will just give you some examples: education; rank; offices held; membership in professional societies; honors; number of PhD's supervised; courses taught; number of grants received; quality of teaching; quantity and quality of participation in department, college and/or university committees; consulting activities; number of papers presented at professional meetings; number of publications; paintings, sculptures, and recitals for performing arts such as art and music.

There are also faculty peer ratings for many different areas such as the quality and emphasis on research, curriculum, instruction, and service; faculty morale; facilities; resources; performance of the department head; and so forth. In summary, there are many different measures of quality.

Would you consider a faculty member that published six excellent research articles per year in refereed journals in his or her area, a high quality faculty member? Too frequently, we answer yes to that question without considering the objectives of the department. If that department had as an objective the training of research scholars, this faculty member is very likely contributing to the quality of the faculty. However, if that department served primarily as a service function (for example, does not have majors of its own and therefore offers courses only to majors in other areas), the faculty member may or may not be contributing to the quality of that faculty.

Thus, the objectives of the institution and the department must be considered before we can determine the appropriate measures of quality. I think this is a very important point that is often overlooked in evaluation studies. The rest of my presentation will be considering some measures of quality. But, we must remember they may not be equally appropriate for all institutions or for all departments within an institution. What we are calling quality is defined by our objectives. One more example: When a study finds that one institution has more faculty with PhD's from prestigious research institutions than the faculty of another institution, I would say, "So What!" Unless you consider the objectives of each institution, you can not evaluate that finding.

There are many contexts in which we can discuss the quality of faculty. I picked the context of a self-study and specifically the self-study of the Southern Association for Colleges and Schools (SACS), since we all must go through this every ten years regardless of whether we are a research university, a four-year institution, community college, or technical institute, or whether we are public or private. Another reason for selecting this context is that Institutional Research is usually responsible for gathering much of the data for the self-study. Too often, the institutional researcher in this type of self-study is just asked to collect certain data and is not given the context of the overall study.

I would like to briefly review with you the standards of the Southern Association emphasizing the parts concerned with faculty quality. SACS has eleven standards and their philosophy is that if you can achieve a certain level of each, you are a quality institution. The College Delegate Assembly of the Southern Association of Colleges and Schools is charged with the responsibility of accrediting institutions of higher learning in the southern region of the United States. This responsibility is exercised through the Commission on Colleges which considers its principle concern in accreditation to be the improvement of educational quality in the institutions of the area it serves.

As I indicated, there are eleven standards and considering my previous remarks regarding the importance of knowing your objectives prior to trying to evaluate, it is not very surprising that the first standard is purpose. Each institution should clearly define its purpose and should incorporate this definition into a statement which is a pronouncement of its role in the educational world. The institution's integrity is not only measured in terms of its stated purpose, but of its conscious endeavor to fulfill this purpose. In other words, we can not really evaluate any of the other standards until we have an understanding of the purpose of the particular institution.

Standard Two is organization and administration. Standard Three is educational program. Standard Four is financial resources. Standard Five is faculty which we will discuss further. Standard Six is library. Standard Seven is student development services. Standard Eight is physical resources. Standard Nine is special activities, referring to supplemental programs such as continuing education. Standard Ten is graduate program and Standard Eleven is research.

Let's go back to Standard Five, faculty. How does SACS determine the quality of the faculty? There are certain criteria it uses. The first one is recruitment and selection. A pertinent question would be, "What is the purpose of your institution, and how does your recruitment and selection policies insure that you get faculty who will enable you to better achieve your purpose?" Well, how might we look at that?

There are certain criteria, e.g., academic preparation and experience. In terms of our collecting data, we might be interested in looking at the terminal degrees of faculty. Are the highest earned degrees in the areas in which they are teaching? We might be interested in determining the institution from which they obtained their highest degree. If the institution we are evaluating is primarily a research institution and a faculty member received his/her PhD degree from a highly respected research institution, then that would be supportive. Another evaluation that would be helpful is to perform a periodic assessment of your faculty recruitment and selection procedure. In other words, are you getting a sufficient number of applicants when you have a vacancy? Are the ones that are finally hired the best applicants? If not, then you need to re-examine your particular recruitment and selection policies.

A second criterion which SACS employs in examining faculty is the faculty organization. Is there provision for open and regular channels of communication between the faculty and the administration? This is extremely important. Many of you here are interested in and responsible for planning. There is no way you can perform good planning at an institution if you do not have open communication between faculty and administration. How do you evaluate this? You could use rating scales to which faculty respond as to how well they communicate in different areas with the administration and how open they think these channels are.

The third criterion is professional competence. All teaching faculty members must have special competence in the fields in which they teach. We can illustrate that in several ways. For example, as a minimum, our teaching faculty must at least have a master's degree with a major in their teaching field. There are also additional requirements. For example, consider the area of political science in a four year college. If you wanted to develop a major concentration within political science, say a criminal justice program, then at least one-quarter of your faculty who are teaching in that area must have a doctorate in criminal justice. The requirements differ for different levels of institutions. These are some of the standards that SACS has established. You can see that an institutional researcher with access to a computerized personnel file (such as the EPA file) could easily develop tables to illustrate achievement of these requirements.

The fourth criterion is professional growth. Is the individual faculty member expected and encouraged to exercise initiative in identifying and meeting his own professional growth needs? For example, are those faculty without a doctorate encouraged to obtain one?

The fifth is financial security. Is your institution competitive with other similar type institutions? The AAUP studies are an excellent source of data for this comparison.

Sixth is professional security and academic freedom. What are the institution's written policies? The perception of the faculty with regard to this area can be obtained through the use of rating scales.

The seventh criterion is concerned with teaching loads. Faculty workload distribution should reflect the purposes of the institution and of the department. If the institution has as one of its main purposes, research, then obviously faculty must have a means of obtaining released time to do research.

The eighth one is concerned with the criteria and procedures for evaluation. In order to assure continuing faculty competence, each institution should have a statement of the criteria against which performance of the individual faculty member will be evaluated. The criteria should be known by all concerned. Periodic appraisal of faculty competence, using established criteria, is essential, and the institution should establish definite and stated responsibility both for the development of the criteria and for implementing procedures to be used in making such appraisals. On the display table is a complete description of the faculty evaluation system used at NCCU.

The ninth area is promotions. Again, you can obtain faculty perceptions regarding the adequacy and fairness of the promotion system. This certainly influences the morale of the faculty.

The tenth criterion for evaluating the quality of the faculty is the use of part-time faculty and graduate students. Here you just want to achieve a balance. Clear policies are necessary to prevent a department from relying on part-time faculty and graduate students too heavily.

For those institutions offering graduate programs, one additional criterion is that faculty in these disciplines must be productive, creative scholars. This is usually indicated by scholarly publications, ability to direct theses and/or dissertations, and faculty possessing the highest earned degree in their discipline. Also a graduate institution should provide an opportunity for the continuing education of graduate faculty by providing sabbatical leaves, conferences, seminars, and funds for travel to scholarly and professional meetings.

These are the major criteria that the Southern Association of Colleges and Schools uses for evaluating the quality of an institution's faculty.

The Role of Institutional Research in Academic
Program Evaluation: Information From and About Alumni

Hugh Fuller
North Carolina State University

I want to talk about alumni and more particularly, about recent alumni. At North Carolina State University (NCSU), we have been conducting a survey of our graduates since 1974, and this is the third year I have personally been in charge of the project. We have several reasons for undertaking this annual survey.

The first is to provide our academic departments with information about the success of their graduates in getting employment, the number of their students who choose to go on for further studies, and those who are neither continuing their studies nor able to get a job. Obviously, such statistics are important to the departments.

Another reason for conducting the survey is to provide entering freshmen with information about the possibilities for employment in the fields they have chosen, or will choose, to study at State. Going hand in hand with this reason is the fact that there is a federal requirement that such consumer information be gathered at least every three years for those students who are receiving federal financial aid to attend college. So in our NCSU Bulletin each year, which we send to all freshmen we have accepted, we publish employment data for each of our departments, including: number of graduates, number of respondents, employment status, relationship of job to academic program, and average salary.

The results of this survey also provide our Career Planning and Placement Center with vital information to be used in counseling students in all of our programs of study. Naturally, they are interested in knowing where graduates encounter difficulty finding jobs, as well as where little difficulty is encountered, in order to continue to improve their program of employment interviews for prospective graduates.

Each year, we try to get the questionnaires to our students two weeks before graduation and back to our office no later than the Monday following commencement. We then have the information key-punched, and we do a preliminary analysis of the data, primarily for those departments which like to use such information in their fiscal year-end reports.

Early in September, we mail follow-up questionnaires to all graduates who did not respond initially and to those who responded and indicated that they were neither employed nor going on for further studies. Usually, the response to the follow-up is quite low, with only about twenty-five percent returning their questionnaires. By mid-October, we begin putting all of the data together for our final report, which we try to publish by the end of December. In January, we start over again.

The final report shows the following information for the bachelor's degree recipients from each of our academic departments in summary form: number of graduates, number of respondents, and employment status. For those employed, we show the number of employed in North Carolina, the type of employing organization, the average salary, and the relationship of the job to the academic program. For those going on for further studies, we show the type degree pursuing, whether or not a grant or scholarship was received, and whether or not the decision to continue their studies resulted from difficulty finding a job. For all respondents, we show the number who would change their curricula if they were just starting their college careers.

Additionally, we show the same information for each of our eight academic schools and for the total university, by sex, race, and grade-point-average. For students receiving master's and doctorates, we present the information by race, sex, and by academic schools, the latter breakdown being for master's recipients only.

In 1979, we expanded our basic questionnaire for the survey to include an entire additional page designed to gather assessments of three major areas of interest. The first dealt with the graduates' assessments of the degree to which NCSU had helped them achieve goals they might have set for themselves during their careers. For example, they might have wanted to acquire a broad literary and cultural education, to develop a background for further education, or to gain the ability to understand different philosophies and ways of life. In all, eleven such goals were listed, and the graduates were asked to indicate whether NCSU was a great help, some help, little help, or if that was not their goal. Not particularly surprisingly, we found that the students saw NCSU as being of great help in the goal of acquiring a background and specialization for further study, but relatively weak in helping with the goal of developing an ability to appreciate art, music, and literature. Clearly such information can help us at NCSU in our programming for students.

The second area for assessment dealt with the learning environment. We asked the graduates to indicate their degree of satisfaction with eight aspects of that environment, including the overall quality of instruction, availability of courses, and faculty advising. Needless to say, such feedback is invaluable to the academic departments.

The third assessment area pertained to student services. Here, we asked the degree recipients to state their degree of satisfaction with eleven student services, including the registration process, the counseling center, the library, and so forth. Here again, the feedback to the concerned departments was most useful.

THE USE OF INSTITUTIONAL RESEARCH DATA IN THE EVALUATION OF BUDGET REQUESTS

Ben H. Romine
Executive Associate for Planning and Operations
University of North Carolina at Charlotte

I am going to take a different approach to the role of Institutional Research in academic program evaluation. Usually when we consider program evaluation, we think of measuring outcomes of various types of activities. How many or how good are the products of our programs? As important as that is, I'm suggesting that we need to begin to think of evaluation also in terms of inputs. What do our programs need or require and how should the institution respond to these requests? Evaluation is surely called for by those questions.

In my remarks here, I'm going to focus on the role of the chief academic officer because the major portion of the budget is in that area; but, what I have to say would apply equally to the other divisions of the college or university.

The question of largest import facing the chief academic officer is how to divide the personnel and fiscal pie in an equitable fashion and/or in a sensible fashion that will lead to the accomplishment of the goals of the institution. (What is equitable may not always be what is most sensible, given the mission of the institution.)

At any rate, evaluations of the requests for resources and decisions concerning these requests must be made. If we think about this as a process extending from request to decision, we find, in our setting, three locations that the type of evaluation we are discussing must take place.

The first is at the department level; the second is at the college level. A great deal of trend data on personnel, students, and academic programs is provided for every department through the department chairperson and the dean of the college from the Office of Institutional Research. This information provides them with a sort of mirror in which they can examine themselves and their needs.

We all recognize that the identification of needs is not strictly, maybe not even primarily, a numbers game. They need also to think about their particular strengths, their weaknesses, the current opportunities and the immediate obstacles they face as well as the data. But I will confine my remarks today to the institutional data aspect of this type of evaluation.

The data we provide the departments and the deans is in great detail and extends back several years. They can recognize trends and they can do a number of calculations using the data, depending on the particular questions they raise for themselves and the approaches they wish to take in addressing these questions. Also, the data are in fairly raw form. We are aware that not every department will use all the data provided, but when Jo Anne Miles surveyed a sample of the department chairpersons and deans asking them what they found useful and what they did not find useful, we discovered that just about every element was being used by somebody in some important way.

I certainly do not intend to try to sell our form or even the particular elements that are included in our form. The point is that the provision of this type of information to departments and deans, hands those decision-makers an important tool for evaluating the strengths and weaknesses and needs of their programs.

The third level of evaluation and decision-making is, of course, in the Office of Academic Affairs. So the Vice Chancellor also receives a copy of the completed forms for every department and college in the University. In addition to that mound of information (which I am sure he rarely refers to) he receives a department/college profile which is presented on one sheet. (See Attachment A).

Now I had a great joke to introduce my next point, but my wife forbade me to tell it here, you will have to settle only for the point which was to be, "Know what your stuff is to be used for before you try to sell it."

When we approached the Vice Chancellor to discuss his information needs, he wanted essentially three elements: 1) the productivity of the unit in terms of student credit hours, 2) the budget, and 3) the number of allocated positions and the number of filled positions. We told him what all we had, but he was not impressed. He knew exactly what he wanted and didn't want to be bothered with too much extraneous material. He wanted to know how productive they were, on how much money, and with how many people. We kept saying things like, "Don't you want to know how many part-time faculty members the department is using?" His response was, "For my purposes, I could care less. What I'm interested in is how many positions they have been allocated and how many of them have been filled, and how many student credit hours are they producing with those positions?"

This sounds like a very hard-headed approach and in one sense it is. I should add that our Vice Chancellor takes a number of other factors into consideration in making resource allocations, but my assignment for today was to talk about the data used in evaluations, and you will recall the point of my untold joke: "Know what your stuff is going to be used for before you try to sell it." We might have given him information on class size, lab size, how many courses they were teaching to non-majors and a lot of other stuff that he might be interested in for other reasons, but his immediate concern was making the kinds of evaluations and judgments which would lead him to a decision on budget allocations. For him that meant how many credit hours are being produced, how that relates to the number of positions allocated, and how it all relates to the budget? During our meeting with him, that became abundantly clear and we tried to provide him with that information. After we had done that, we realized that there were a lot of blank places on the page and so we filled it up with other data elements as you can see. (I'm not sure the Vice Chancellor liked this, but we did it anyway.)

For his purposes, which are in this case almost entirely quantitative, Institutional Research had served his evaluation needs very well. He was delighted and, therefore, so were we. This is our first year of operation with this form and I am sure that improvements will be made. Maybe we can meet again next year and we will share with you an evaluation of this approach to the evaluation of program input.

DEPARTMENT/COLLEGE PROFILE

ATTACHMENT A

STUDENTS*

Majors, Fall 1980		Degrees Granted, 1979-80	Student Credit Hours	Student Credit Hours, Fall 1980 (by Course Level)
Undergraduate	_____	Bachelor _____	Fall 1980 _____	Lower Division (100-200) _____
Graduate	_____	Master _____	Fall 1979 _____	Upper Division (300-400) _____
			SCH/FT Allocation, Fall 1980 _____	Graduate (500-700) _____

BUDGET

	State Appropriated		Non-State Funding	
	1979-80 Expenditures	1980-81 Budget	1979-80 Expenditures	1980-81 Budget
Operating Budget (1000-4000)	_____	_____	_____	_____
Capital Investment (5000)	_____	_____	_____	_____
Operating Budget/SCH _____	Operating Budget/Full-Time Allocation _____			

PERSONNEL**

	State Appropriated		Non-State Funding	
	Clerical	Technical/Professional	Clerical	Technical/Professional
Staff	_____	_____	_____	_____

Faculty

Allocated Positions:	Total		Filled			Unfilled					
	Employment Period		Employment Track			Average Salary	Race		Sex	Non-State Positions	
	9-Month	12-Month	Tenured	Tenure Track	Non-Tenure Track	(9-Mo. only)	Black	Other Minority	Female	Total #	\$ Support
Professor											
Assoc. Prof.											
Assist. Prof.											
Instructor											
Lecturer (FT)											
Grad. Positions											
TOTAL											

NOTE: Enrollment data as of September 10, 1980. Personnel data as of September 22, 1980. FT = Full-Time Position.

INSTITUTIONAL RESEARCH FOR THE COLLEGE TRUSTEE

Lalose F. Spooner
Assistant to the President
Meredith College

I. Introduction

A. Definition of Trustee:

"Legally, a trustee is one to whom property is committed in trust. The trustee of an educational institution, however, is more than a guardian of physical properties and financial assets..."

"A trustee's responsibility also involves an opportunity to build and strengthen an institution which will grow men and women of character and leadership ability for society at large..."

"A trustee is more of a builder than a mere caretaker of physical and financial assets."

B. Responsibilities of Trustee:

"The selection of the first administrative officer of the institution..."
"Participation with the president in the selection of all other administrative officers."

"...ultimately determine the quality and nature of the teaching personnel."

"The primary responsibility of the trustee is to safeguard the purposes for which the institution he represents was founded. In the case of the church related college, purposes have unique significance. For this reason, the trustee must be thoroughly acquainted with and committed to the basic ideas and purposes of the institution which he serves, and of the constituency which the institution represents..."

"Since it is the board's major responsibility to assist, guide, and evaluate the progress of the institution, it is highly important that a single person, the president, be the only administrative officer to report directly to the board."

II. Process of selection of trustees at Meredith College:

thirty-six trustees
nine elected every year for four year term.

Suggestions are presented to Nominating Committee of the North Carolina Baptist State Convention. Suggestions come from President and/or present Board of Trustees or others. Trustees are elected by the North Carolina Baptist State Convention from the Convention's Nominating Committee or from the floor of the Convention.

III. Philosophy of trustee involvement at Meredith College:

- A. "The College trustee, particularly in private and church related colleges, is increasingly having to assume broader responsibilities, devote more time, and become better informed than ever before. The necessity for long-range planning, the assumption of broader responsibilities in the business management of the school, and reforms in academic governance are all redefining the roles which college trustees play."
- B. Trustees are encouraged to participate fully in the execution of their responsibilities.
- C. Trustees communicate directly with the president who represents the whole college.
- D. President's responsibility is to keep the trustees fully informed on all college matters.

IV. Information the President's Office supplies to trustees through "The President's Notebooks."

A. President's Message

Annual Report - "State of College"
Trends and Projections
Financial health
Instructional program
Faculty development
Alumni support
Physical facilities, summer use
Library resources
Faculty salaries

B. Budget Resources and Allocation Analysis

Audit analysis - 5-10 year summary
Balance sheet
Current Fund Revenue and Expenditures
Endowment funds
Total investments
Plant fund
Auxiliary enterprises

Budget analysis - 5-10 year summary

C. Profiles

Growth and changes
Total student credit hours
Expenditures
Majors
Library
Expenditures
Holdings
Growth of resources

C. Profiles

Profile of trustees

Geographic distribution
Profession
Length of service
Home church

Student Analysis

Admissions -

SAT scores
Religious preference
Geographical distribution

Enrollment

Retention
Student charges
Financial Aid
Revenue
Expenditures
Averages
Packages

Comparative Tuition Studies

D. Accreditation Information - Southern Association of Colleges and Schools.

V. Conclusion

Since a major responsibility of the trustees is to assist, guide and evaluate the progress of the institution, at Meredith College we supply as much information as possible to enable the trustees to meet this responsibility.

INSTITUTIONAL RESEARCH FOR THE TRUSTEES OF LOUISBURG COLLEGE

Walter R. McDonald
Educational Development Officer
Louisburg College

I. Conceptualized Role of College Trustees in Institutional Research Perspectives.

1. It is the legal entity of the college
2. It governs the college in accordance with the charter (or articles of incorporation) approved by the state in which it is located.
3. The role of the trustee is legislative, policy establishing-vis-a-vis administrative.

Thus, data required by trustees should be that necessary for setting policy and enacting legislation.

II. Practical Roles of Trustees (The Real World!)

Trustees have retained general control of Finances.
Faculty has retained general control of Academic Programs--until they cost money!

Generally, then, Institutional Research (in-so-far as trustees are concerned) is directed primarily toward those things which affect finances.

III. How this works out at Louisburg College.

A. Enrollment

At Louisburg College about 60% of operating costs are driven from student fees--thus anything affecting enrollment is of primary significance. Data pertaining to enrollment factor provided trustees include:

1. Geographical distribution of application.
2. Application/actual enrollment ratios.
3. Geographical enrollment trends.
4. Area share of market studies.

B. Retention

1. General factors thought to impinge upon retention.

- a. SAT and Rank-In-Class Profiles--ten-year trends.
- b. Grade distributions.

2. Academic Success Studies

- a. Semester-by-semester breakdown of classes.
 - SH completed & QPA cohorts
 - Causes of withdrawals as expressed in interviews
 - SAT & RIC cohort retention rates
 - Curriculum retention rates
- b. Follow-up studies of non-returning students.

C. Curriculum Development

1. New Course Development

a. Rationale

- i. Institutional need Example: developmental courses were instituted after evaluation of

1. SAT scores
2. Stanford TASK studies
3. Text Readability studies

- ii. Societal needs Example: Paralegal Assistants program was not instituted after a survey indicated the lack of demand for graduates.

- b. Transferability studies: Surveys of 38 NC Senior Colleges are conducted to ascertain transferability of courses under consideration.

2. Course Elimination

1. Enrollment studies
2. Curriculum trends

D. Cost Analyses

1. Facility Utilization

- a. General Studies
- b. Hour-by-Hour & Room-by-Room

2. Contact Hour Cost Analyses

- a. General
- b. Departmental
- c. Section-by-Section

INSTITUTIONAL RESEARCH: IN SEARCH OF A DEFINITION

Robert E. Fry
Director of Institutional Research
University of North Carolina - Wilmington

and

Sue Ann Walker
Assistant to the Director of Institutional Studies
Western Carolina University

What is Institutional Research? What do Institutional Researchers do? These are questions that are probably asked of every person in IR today. We, as Institutional Researchers, have even asked each other in an effort to establish some mutually descriptive definition. At our annual meeting in Charlotte two years ago, I was on the elevator with a bellhop from the hotel. I was wearing my name tag with the name of our group, NCAIR, on it. He asked what it meant. I said, "North Carolina Association for Institutional Research." He frowned and started at the name tag. Then his face lit up, "I know, Mental Illness!" Sometimes when a report deadline is coming up and the computer has gone down, we may agree with that bellhop!

The field of Institutional Research is rapidly becoming recognized as an integral part of the framework for an institution of higher education, but it remains diverse in the functions assigned to its personnel from institution to institution. The members of NCAIR have long been aware of this diversity of responsibility but there has been no organized attempt to identify some common ground upon which we can base a general definition.

It is this lack of comparative information that prompted us to develop this presentation. We designed a survey that we hoped would enable us to arrive at some general conclusions about what Institutional Research means in North Carolina. We canvassed 41 public and private institutions, both four-year and two-year. Section I of the survey form was designed to be completed by all professional staff in an IR office or area. Sections II and III were to be completed by the director or an equivalent position.

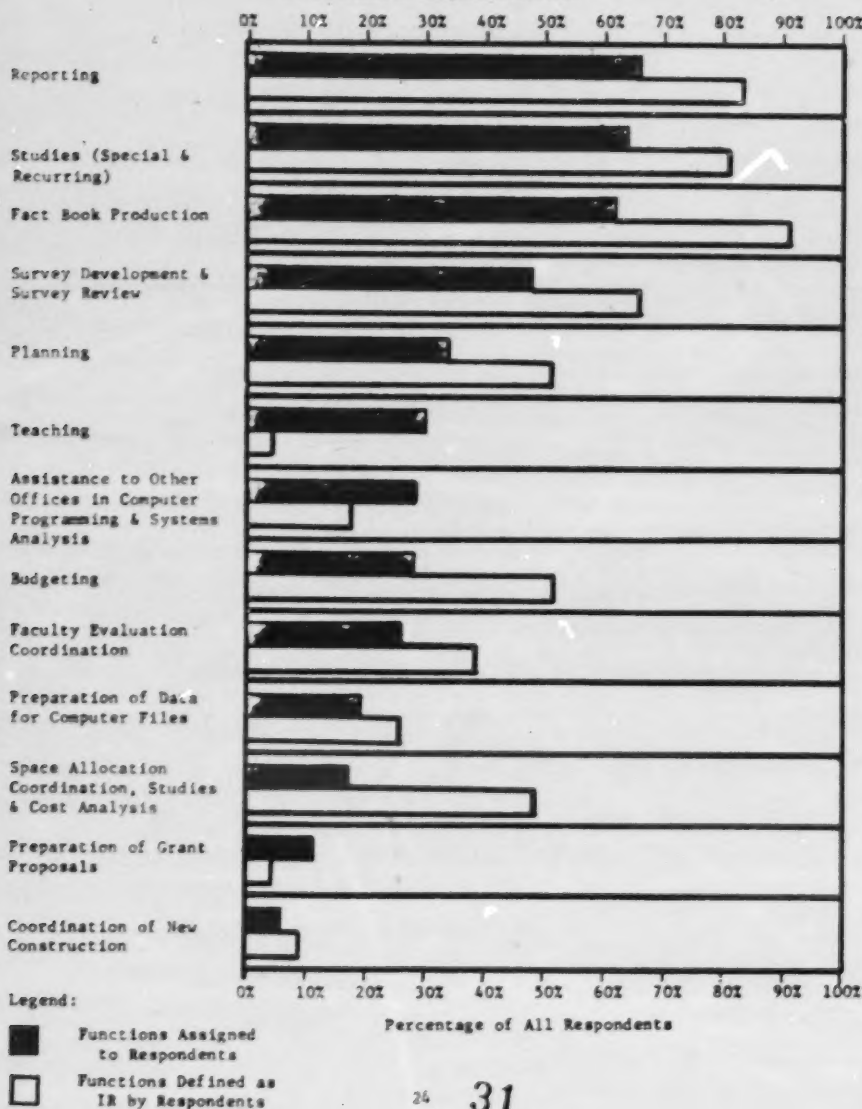
The survey looked at IR from two perspectives: (1) what functions are actually assigned to IR offices; and (2) what functions do IR personnel perceive as being related to IR. Figure 1 compares the percentage of respondents who are assigned certain functions with the percentage of respondents who identified those functions as being related to Institutional Research.

It is easy to see that the two perspective do not coincide. Among those functions that are identified by 38% or more of the respondents as being related to IR, not one is actually being performed by an equal or greater percentage of respondents. The disparities between 'what is' and 'what should be' range from 31% on Space Allocation, Studies and Cost Analysis, to 12% on Faculty Evaluation System Coordination.

The second largest discrepancy between 'what is' and 'what should be' concerns the publication of a Fact Book or summary of institutional statistics. There is a difference of twenty-nine percent. Ninety-one percent of all respondents identified this function as an IR function but only 62% are actually involved in this kind of publication.

Figure 1

Functions Assigned to Institutional Research Staff Compared
to Functions Perceived by All Respondents
as IR Related Responsibilities



Judging from the graph, if we lean more toward 'what is', the major IR functions now being performed in North Carolina are: (1) Reporting; (2) Special and Recurring Studies; (3) Fact Book Production; (4) Survey Development and Coordination of Survey Review; and (5) Planning. In addition, 30% of us are involved in teaching although this responsibility was not identified as an IR function.

If we look at 'what should be', the list could include all those functions identified as 'what is' with the additions of: (1) internal office budgeting and assistance in preparing the institutional budget; (2) space allocation coordination, studies and analysis; and (3) coordination of a faculty evaluation system.

The functions relating to data processing are not considered to be appropriate responsibilities at the moment, but, as more institutions turn to the computer for assistance in handling the increasing volume of data requests, Institutional Researchers will probably become more directly involved in various aspects of data processing.

It is interesting to see how the assignment of functions and perceptions of IR functions vary within the three types of institutions surveyed. Table 1 illustrates these responses. Of the five major IR functions currently assigned to all respondents, (reporting, studies, fact books, survey development, and planning), three (reporting, fact books, and planning) are performed at each type of institution by approximately the same percentage; but more folks from the two-year public institutions are involved in the categories of Special and Recurring Studies and Survey Development and Review. Again, perceptions and actual assignments do not agree. Proportionately, the number of respondents at the two-year public institutions who perceived the categories of Special and Recurring Studies and Survey Development and Review as IR functions was smaller than the number of respondents actually assigned to these categories. The opposite is true of the four-year institutions; the number of respondents who identified Survey Development and Review as being related to IR is greater than the number currently performing this function. More respondents from four-year public institutions identified Special and Recurring Studies as an IR function than are assigned to it. Of the four-year private institutions' respondents, only a difference of two percent is found; two percent fewer see this category as 'what should be' than are actually involved in it. In other words, it would appear that respondents from two-year public institutions are more involved in Special and Recurring Studies and Survey Development and Review than they should be, while the staff from both types of four-year institutions are not as involved as they would like to be.

Respondents were asked to identify the activities that they normally engage in to carry out their IR functions. Figure 2 illustrates these responses by type of institution. Four of the categories were indicated by 50% or more of all respondents. They are: (1) statistical table construction, analysis and interpretation; (2) writing or editing reports and documents; (3) participating in professional activities and presenting papers; and (4) serving as liaison between campus offices for data gathering, data preparation, and completion of reports.

With regard to programming, a significantly larger number of respondents from the four-year public institutions use packaged software (69%) than do four-year private schools (17%) or two-year public institutions (20%). Equally low percentages of respondents from all of the public schools (20%) use standard programming languages and no respondents from private schools use them. The public institutions are also more involved in systems analysis and design than are the private schools.

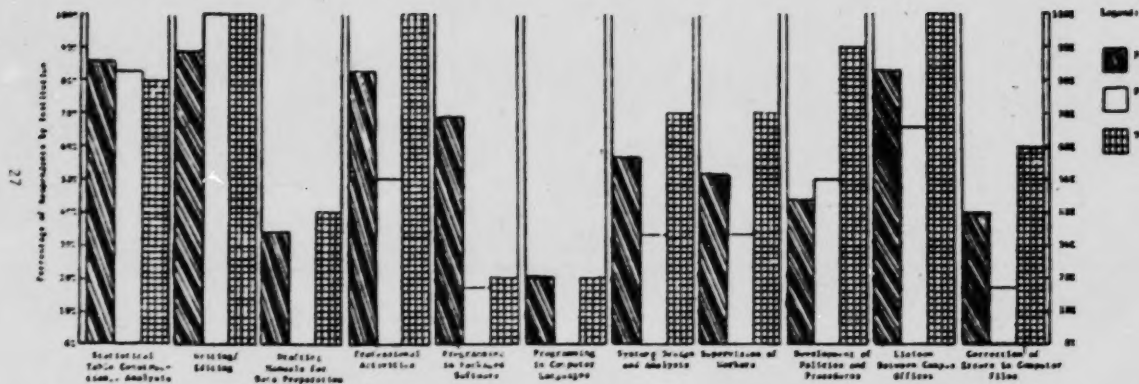
Table 1

Functions Assigned to Institutional Research Staff Compared
to Functions Perceived by All Respondents as IR Related Responsibilities
by Type of Institution

CATEGORY	FOUR-YEAR PUBLIC INSTITUTIONS		FOUR-YEAR PRIVATE INSTITUTIONS		TWO-YEAR PUBLIC INSTITUTIONS	
	IR Related Functions	Assigned Functions	IR Related Functions	Assigned Functions	IR Related Functions	Assigned Functions
Reporting	86%	60%	67%	50%	80%	60%
Special & Recurring Studies	87%	63%	56%	58%	60%	80%
Fact Book	100%	63%	67%	67%	60%	60%
Survey Development & Review	66%	47%	33%	17%	90%	100%
Planning	51%	34%	40%	33%	52%	40%
Teaching	-	34%	-	33%	-	20%
Assistance to Other Offices in Computer Programming & in Systems Analysis	20%	31%	-	-	-	40%
Budgeting	51%	21%	50%	42%	40%	50%
Faculty Evaluation Coordination	40%	20%	33%	33%	20%	60%
Preparation of Data for Computer Files	29%	23%	5%	17%	6%	20%
Space Allocation Coordination, Studies & Cost Analysis	49%	19%	17%	17%	70%	-

Figure 2

Activities Performed by
Respondents by Type of Institution



In trying to determine the special skills, training and/or education required to perform duties assigned to various staff positions, the respondents were asked to write in their comments. Thirty-nine of the 47 respondents answered this question. Based on these responses, directors and coordinators should have skills in statistics, research, administrative data processing, and planning. Associate or assistant directors should be skilled in the same areas as those just listed with the additions of programming and experience in higher education administration. Research associates and assistants mentioned all of the above except for planning and added the development and maintenance of interpersonal relationships and tact. All other position titles were combined. Their responses were the same as those of associate and assistant directors. From these responses it would appear that a typical Institutional Researcher in North Carolina must have strong statistical and research skills, a familiarity with administrative data processing, experience in higher education administration, and must be able to deal effectively with people. There were not enough responses with regard to the education required to afford a general analysis to that part of the question.

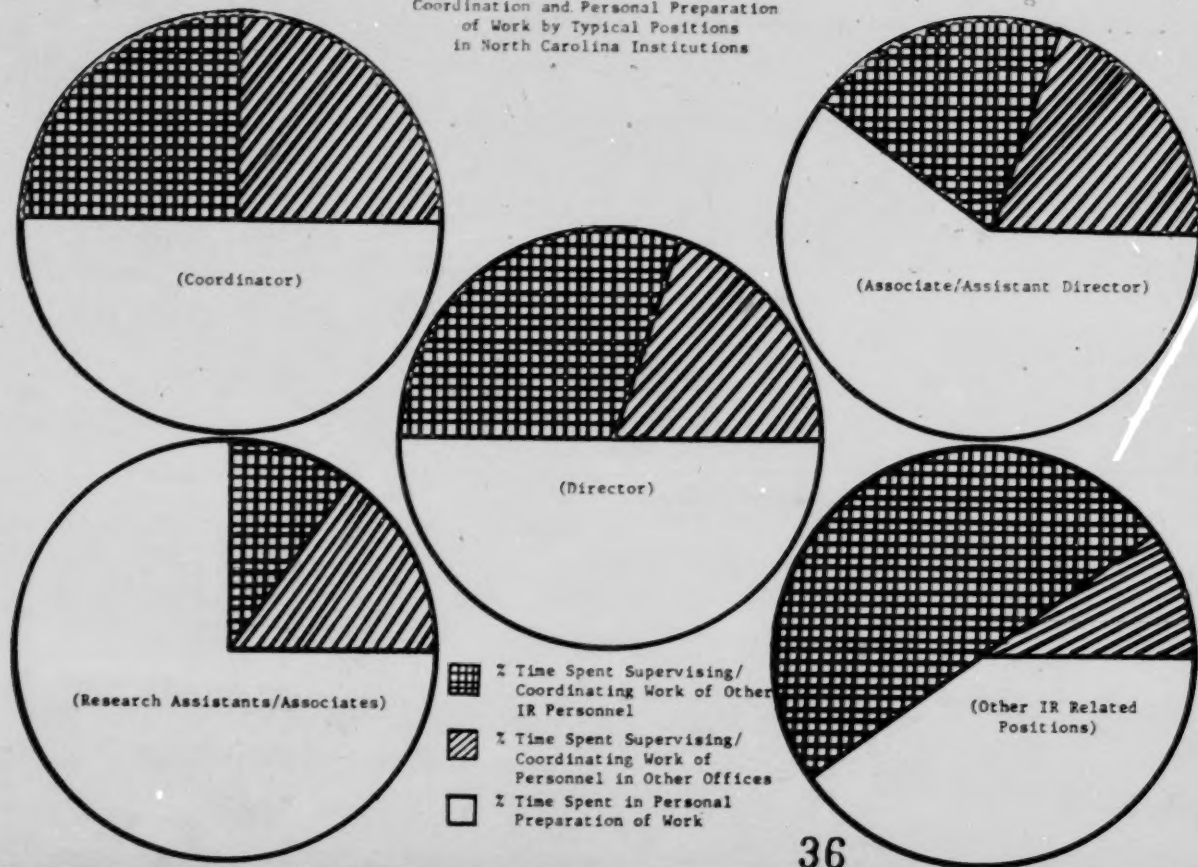
The last question on Section 2 of the survey asked what is the percentage of time normally spent by the respondent on: (1) personal preparation of work; (2) coordinating and overseeing the work of others in offices other than his or her own; and (3) coordinating and overseeing the work of others in his or her own office. This question was designed to shed some light on a common problem for IR staff in North Carolina. Many IR offices have been or are presently involved in efforts to upgrade certain SPA positions. One of the primary requirements for raising SPA classification levels has been the number of employees who are supervised by the person in the position being studied. Since IR offices are almost always small in size, it has been difficult to affect successful upgrading of positions because the staff is not large enough to afford enough 'supervisees'. What has not been considered, however, is the fact that because an Institutional Research office touches all aspects of its particular institution, the staff must also supervise, oversee or coordinate the work of employees in many other offices across the campus.

Figure 3 was constructed using frequency distributions to determine typical responses for five position title categories. The "Other IR Related Positions" category included vice chancellors, associate and assistant vice chancellors, etc. The position which typically spends the least amount of time on personal preparation of work and the most amount of time supervising others is, of course, the category for "Other IR Related Positions." Both the director and coordinator spend 50% of their time personally preparing their work but the director spends more of the remaining time supervising his or her own staff than does the coordinator. An associate or assistant director spends only 10% more time on personal preparation of work than do the director and coordinator, and the same amount of time as a director on overseeing the work of others outside the IR office. The research associate or assistant spends the most amount of time on personal preparation of work and the least time supervising others. Since one-third of the respondents who indicated a title of associate or assistant director are SPA employees, perhaps this is an area to be explored in more detail within the individual institution or across the State.

In summary, we can now say that Institutional Research in North Carolina deals with five major areas of responsibility: (1) Reporting; (2) Special and Recurring Studies; (3) Fact Book Production; (4) Survey Development and Coordination of Survey Review; and (5) Planning (see Figure 4). Institutional Researchers are commonly involved in: (1) statistical table construction, analysis and interpretation; (2) writing or editing reports or documents; (3) participating in professional organizations; and (4) serving as liaison between campus offices for

Figure 3

Percentage of Time Spent on Supervision,
Coordination and Personal Preparation
of Work by Typical Positions
in North Carolina Institutions





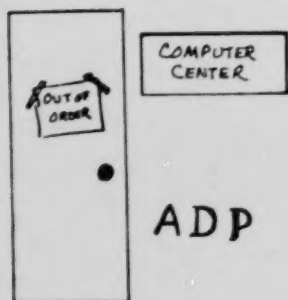
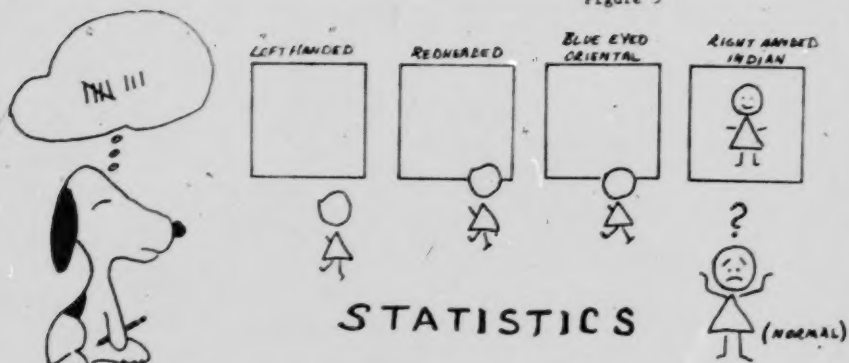
?

SURVEY DEVELOPMENT
AND REVIEW



data gathering, preparation of data and completion of reports. Further, an Institutional Researcher must be skilled in statistical and research techniques, must be familiar with administrative data processing, must have experience in higher education administration, and must be diplomatic as shown in Figure 5. This is not to say that all IR offices in North Carolina are exactly alike because each office must serve the particular needs of its institution as the top level administrators identify those needs. As shown by the previously discussed graphs and tables, each office is assigned additional responsibilities unique to individual needs, but these five responsibilities, four activities, and five skills can now be accepted as being the basic components of Institutional Research in North Carolina.

Figure 5



TACT



HIGHER
EDUCATION
ADMINISTRATION



UPPER DIVISION ENROLLMENT AND PROGRAM PRODUCTION

Leonard R. Ballou

and

Nancy Y. Lee

Office of Institutional Research
Elizabeth City State University

INTRODUCTION

The first edition of this study appeared in August 1976. It highlighted upper division population (Juniors and Seniors) in the various ECSU degree programs during the period 1971-75. It also considered resultant program production, i.e., graduates, during 1972-76.

The present version considered upper division population, 1971-1979, and program production, 1972-1980. As in the previous study, new or recent programs are included but obviously comparisons involving them would not be included here.

Where it is feasible to do so, comparisons between findings of the earlier study and this one, are incorporated. Such comparisons, however, are perhaps more indicative than definitive.

Although Fall enrollment and Spring graduation reports, as well as related data sources, formed primary bases for delineating classifications and major choices, it is recognized that not every student may have been exactly classified (since classification sometimes lags behind credit-hour achievement) nor the major choice firmly pinpointed in each case. As examples, it was not always clear which degree track a "Social Science" major may have chosen or which track was followed by a "Business Education" major. A further limitation or qualification is that this study does not account for teacher-training versus non-teacher-training tracks in those departments where such options exist, especially when program titles ("majors") are identical in both instances.

Such factors notwithstanding, it is felt that overall data were sufficiently exact to present a rather accurate portrait of upper-division population-per-program. If this is true, then program production (resultant graduates) can show an equally clear picture. Therefore, it is hoped that these pages will have reference value in sketching degree program viability during the time frame involved.

Finally, in no way does this study purport to show total service (academic) activity or student population per department; nor is such intended. Obviously the several departments perform many other academic activities besides serving upper-division students pursuing departmental degree programs.

ANALYSIS OF ENROLLMENT AND PRODUCTION

Distribution of Junior-Senior Population by Departments:

The proportion of Junior and Senior population in each department continues to show a rather stable distribution during the 1971-1979 period. The Music Department continues to have almost the smallest enrollment of majors** (9-year average of 1.8%), sharing such circumstance with the Physical Sciences Department. The Biology Department also showed a small enrollment over the period though during that time it went from 2% to 5% (9-year average is 4.0%). The largest enrollments were to be found in the Departments of Education & Psychology, Social Sciences, and Business & Economics - the latter of which increased noticeably during the period considered. The remaining departmental enrollments obviously fall between the six above-mentioned components.

Distribution of Graduates by Major Programs:

As one might expect, the proportion of graduates to each department is consistent with the proportion of upper-division enrollment to each department. Thus, the Department of Music had the least number of graduates - in terms of programs with some longevity. On the other hand, the Education & Psychology Department has ranked high among degree producers, while Business Administration graduates have increased significantly to high ranking even though other degree programs in that Department have declined during the same period (1976-1980).

Some Comparisons of Population and Production:

During the period 1972-1976, the Business & Economics Department, interesting enough, showed increase in number and percent of upper-division enrollment but decrease in number and percent of graduates. This circumstance has changed rather dramatically in the period 1976-1980, when graduates have had steady increase. Perhaps the Departmental population was shifting priorities in departmental programs (Business Administration and Business Education*). A bit more elaboration may be in order.

Beginning with the following year (1973) and thereafter, the picture has been totally reversed. Not only has the Business Administration major outnumbered the Business Education major in upper-division enrollment, but also the difference between these two majors in such enrollment has increased every year. As for the production in these two majors, the first year after its innovation (1973), the Business Administration major had fewer graduates than the Business Education major. In the following year (1974), an equal number of graduates was presented in these two majors. But, beginning with the following year and thereafter, Business Administration has gained in graduates, and yearly increase predicted in the previous edition has come true. The Business Education major has two tracks: Basic Business, Comprehensive Business. It is noted that the Comprehensive Business track has more enrollment than the Basic Business track. It remains to be seen whether the tracks will stabilize or perhaps be abandoned altogether.

* In the Fall 1976, the Physical Sciences & Mathematics Department was divided into the Department of Physical Sciences, Geosciences, and Mathematical Sciences.

** The degree program in Music Education is being phased out.

* A discontinued two-year certificate program (non-degree) administered by the Business & Economics Department is not considered in this study.

As for the Department of Education & Psychology, its intermediate Education major showed some stability earlier in percent of upper-division enrollment and graduates but in more recent years has declined in enrollment and, less noticeably, in graduates until 1979-1980. It remains to be seen whether that will continue. The Early Childhood Education major increased considerably, Elementary Education appears to remain only to service those who have returned to complete requirements and now appears to be totally inactive. Psychology, Reading, and Special Education are too recent to warrant comparisons but Special Education presently has more students than Psychology or Reading.

The Music Department has the smallest upper-division enrollment majors and graduates, as may be expected with degree program phase out. The Departments of Physical Sciences and Mathematical Sciences showed decreases in upper-division enrollment and graduates (1971-1976) but Math majors have shown marked increase in some subsequent years while Chemistry has not. Physics as a major is too new for comparison. Geosciences, a relatively new department offering a Geology major, has shown growth since establishment. The number of Juniors and Seniors in 1979 was not nearly as high as some other majors but there was 400% increase, 1975-1979. Geology graduates were very few in number but increased in 1980.

As for the Department of Social Sciences, the General Social Sciences majors have declined steadily in upper division enrollment as have the graduates. History majors/graduates remain small in number. The relatively new majors in Police Science Technology (recently renamed Criminal Justice) and in Political Science have shown increases in enrollment and graduates - Political Science, a dramatic enrollment increase in 1978. Sociology/Pre-Social Work has flourished while Sociology, after the former major was introduced, has not. However, it is not always clear when it is a Sociology student or one in the Pre-Social Work track.

Biology majors tended to stabilize, 1971-1977, but meanwhile the 1976 and 1977 upper-division enrollments showed increase. Graduates, meanwhile, have been uneven - from a low of two in 1972, to 14 each in 1974 and 1979 and 17 in 1978.

Art majors showed greatest increase in 1978 and 1979. Graduates however showed decrease, 1976-1980.

Industrial Arts majors have been relatively stable, 1972-1979 (the high was in 1977) - whereas graduates have been somewhat uneven. Meanwhile, the relatively new Industrial Technology track has increased in enrollment and graduates even though the percentages for this major are not yet large.

Physical Education & Health majors have remained rather stable until 1979 when upper-division enrollment was the lowest figure since 1971. Graduates have been quite stable.

Finally, English majors have shown an overall increase (reaching 6% of upper-division enrollment in 1976). Graduates of this major, however, show unevenness in number, ranging from three such in 1971, to 21 in 1979.

It seems fair to comment that changing student interests, employment opportunities and overall college enrollment trends have had their effects upon upper-division enrollment and degree production. It remains to be seen what further impact these factors (or others which could be mentioned) will have in the future. Meanwhile, the most obvious trend seems to be a decline in teacher-training degree choices.

FOUNDING A FACT BOOK: ONE UNIVERSITY'S APPROACH

Dorothy F. Sutton
Research Associate
University of North Carolina - Greensboro

A fact book is commonly recognized as an important and useful tool for institutional development and planning, but the initiation of a first one is often postponed in the face of more immediate demands. Major administrative changes including extensive planning activities with broad campus-wide involvement and the approaching need for a self-study for Southern Association accreditation renewal have forced the production of a first fact book for UNC-G off of the back burner and squarely in the center of current Institutional Research activity.

As a starting point extensive review was made of books from other institutions especially those within the state of North Carolina. The most practical approach seemed to be to start with basic tabular data normally prepared each year for the standard WCHED, HEGIS and OCR reports. Trend data from these reports is often available readily for quite a few years in comparable terms. It was determined that this was the kind of data most needed by our campus at this time and not already available to most interested parties.

With this in mind the Office of Institutional Research copied tables from the fact books of various comparable institutions and distributed them to the appropriate offices and departments on our campus requesting their suggestions for our own book. While this did not produce a great deal of immediate response, it was of value later in the process when draft tables of UNC-G data were sent to these same offices and departments for their suggestions and corrections. Responses at that point were largely enthusiastic and most helpful in producing a final version.

Primary editorial questions seem to be "How much is too much (or not enough)?" and "At what point do we stop adding new data and go to press with tables that admittedly could be made more current in just a little more time, and will be somewhat out of date by the time they are printed and distributed?" It seemed to us to be more useful to have all tables reflect the same time period and a complete academic year. Therefore, the immediate past year 1979-80 was used as the end point of essentially all tables for the fact book scheduled to be printed in the late fall of 1980, even though some fall 1980 data were available in time for inclusion.

For the benefit of users who may need more current data, every table includes a source statement that directs the reader to the office and/or report that was the original source of the data. In this way a user can quickly check to determine if more current comparable data are available on the campus and if so can request them. It also makes practical an economy measure of producing a new updated version biennially instead of annually.

Having largely limited the scope of the fact book to presentation of numerical data in tabular form, the office recognized that there are a great many other kinds of facts often needed by individuals who might turn to a fact book. For this reason an appendix was included which reproduces the table of contents of other publications that provide narrative or other kinds of facts. The catalogue, the student handbook and the registrar's annual report are examples of on-campus publications cited. In addition the table of contents of the most current Statistical Abstract of Higher Education in North Carolina was included to provide an indication of where users might turn for comparable data on the entire University System of which UNC-G is a part.

When a draft copy that had been reviewed at least one time by those campus offices involved was ready, the printing department was consulted for advice on final formatting and an up to date cost estimate. An initial estimate of 800 copies of an 80 page document had by then been revised. A tentative distribution list indicated that 600 copies for a biennial publication would be adequate but the campus-wide review process has resulted in a larger document that seems destined to run somewhat in excess of 100 pages.

First-year distribution is planned to include two copies for every academic and administrative office on campus - one to remain in the office and one for circulation. This will require approximately 200 copies. Alumni and Development Offices have requested 150 to 200 copies for those alumni who assist admissions in their home areas and for others with active interests in the campus or in fund raising capacities. Those who maintain the EPA personnel records indicate a need for about 60 books a year if new full time faculty and administrators are to be given a copy as an orientation device. The remaining 75 to 100 copies would be needed by the Office of Institutional Research for external distribution and back-up supplies over the next two years before the anticipated production of an updated version.

Very rough preliminary cost estimates for 800 copies of 80 pages and for 600 copies of 116 pages are attached, based on institutional break even costs for press time, and commercial rates for production of negatives and plates assuming that the Office of Institutional Research will provide camera ready tables for reproduction. Costs could be reduced by almost half if pages are punched or drilled to be put into a loose leaf binder and paper mats instead of plates are used. However, it seems doubtful that such documents would survive in a useable form for two years. In view of the large investment of staff time, a more substantial version produced every other year seems to be a sound decision in spite of the increase in the per unit cost.

Fact Book Production Cost Estimates

80 pages (80 plates) 800 copies (32,000 sheets)		116 pages (116 plates) 600 copies (34,800 sheets)	
Plates	\$ 600.00		\$ 870.00
Press time & Collating	438.00		476.00
Paper (60 lb. bond)	320.00		348.00
Covers	90.00		68.00
Binding costs	400.00		300.00
	<u>\$1,848.00</u>		<u>\$2,062.00</u>

DEVELOPING A PREDICTED GRADE POINT AVERAGE
FORMULA USING HIGH SCHOOL GRADES
A LESSON IN THE VALUE OF CROSS VALIDATION

Linda K. Pratt, Norman P. Uhl, and Sandy H. Davis
Office of Research, Evaluation and Planning
North Carolina Central University

For several years, North Carolina Central University (NCCU) has used a predicted grade point average formula which includes rank in the high school class and the combined verbal and math scholastic aptitude test scores as predictors. High school rank was chosen over high school grade point average since it tends to be a more stable predictor. However, in recent years, many out-of-state school systems and at least one large school system within the state have declined to supply the information needed to compute high school rank. The number of applicants affected by this is increasing, and the admissions office requested a separate formula, one substituting high school grade point average for high school rank, to use for these students.

Since the high school GPA has not historically been used in admissions decisions at NCCU, it was not routinely included on data files; however, we were able to obtain high school GPA's for 142 of the 854 first term freshmen for 1979. Rather than develop a single formula using all 142 students, we chose to divide the sample into two approximately equal groups so that we could develop a formula for one-half of the group and validate it on the other half.

PROCEDURE AND RESULTS

The 142 students were randomly divided into two groups using the uniform function of the Statistical Analysis System which assigns values to each case on a pseudo-random basis so that the values are uniformly distributed between 0 and 1. The user then specifies in a separate statement how data sets are to be separated.

A stepwise multiple regression analysis was computed for each data set using the SAS Stepwise procedure. Since these two data sets were random samples of approximately one-half of the total group, one would expect the two regression equations to be fairly similar. They were not. The multiple R for the first data set (HSGPA1) was .282 when the first semester grade point average (SIGPA) was the criterion variable and high school grade point average (HSGPA) and the two SAT scores (SATV, SATM) were predictors. The multiple R for the second data set (HSGPA2) was .139. Our first assumption was that the selection procedure had produced data sets with different standard deviations and/or means on the primary variables. However, this did not appear to be the case. Although the standard deviations appeared to be somewhat smaller for HSGPA2, the differences were not substantial. The intercorrelations among the variables were, however, substantially different. The correlations of all three predictor variables with the SIGPA were lower for the second than for the first data set. The differences were particularly large for SATV and high school grade point average.

The difference in the multiple R's was clearly the result of the difference in these simple correlations. Our next step was to plot these correlations. The plots of the high school grade point averages against first semester college grade point averages for the two data sets compose Tables 1 and 2. Note that the distributions are different, largely due to students with higher high school grade point averages and higher first semester grade point averages in the first

data set. In plotting SATV scores against first semester college grades, high scores again tended to fall in the first data set, and similar results came from plots of SATM scores against first semester grade point averages. Though the correlations representing these plots are similar, the patterns of dispersion are different.

DISCUSSION

Two other attempts to get random data sets gave similar results, though the subjects were distributed differently. The differences in the data sets appear to be the result of the small N's (74 and 63) and of the presence of relatively few scores at the high end of each scale. This experience emphasizes the importance of following two rules in computing prediction equations. First, at least 100 subjects should be used and even more if the number of predictors is large. Second, every formula should be cross-validated. This can be done in at least two ways. The total sample can be divided as it was here, or the formula can be developed on the data from one year and validated on data from the preceding year.

The advantages of using larger samples and of cross-validating are illustrated by this example. If we had used one or the other of these samples, both under 100, without cross-validating our formula, we might well have recommended an invalid formula to the admissions office. Even with the groups combined one cannot be sure that the formula would be accurate. Additional subjects from 1977 to 1978 will be identified before we attempt to compute a formula. By combining data from several years, adequate samples of 200 or more will be available for developing and for validating the formula.

REFERENCES

SAS Institute, SAS Users Guide. Raleigh, 1979.

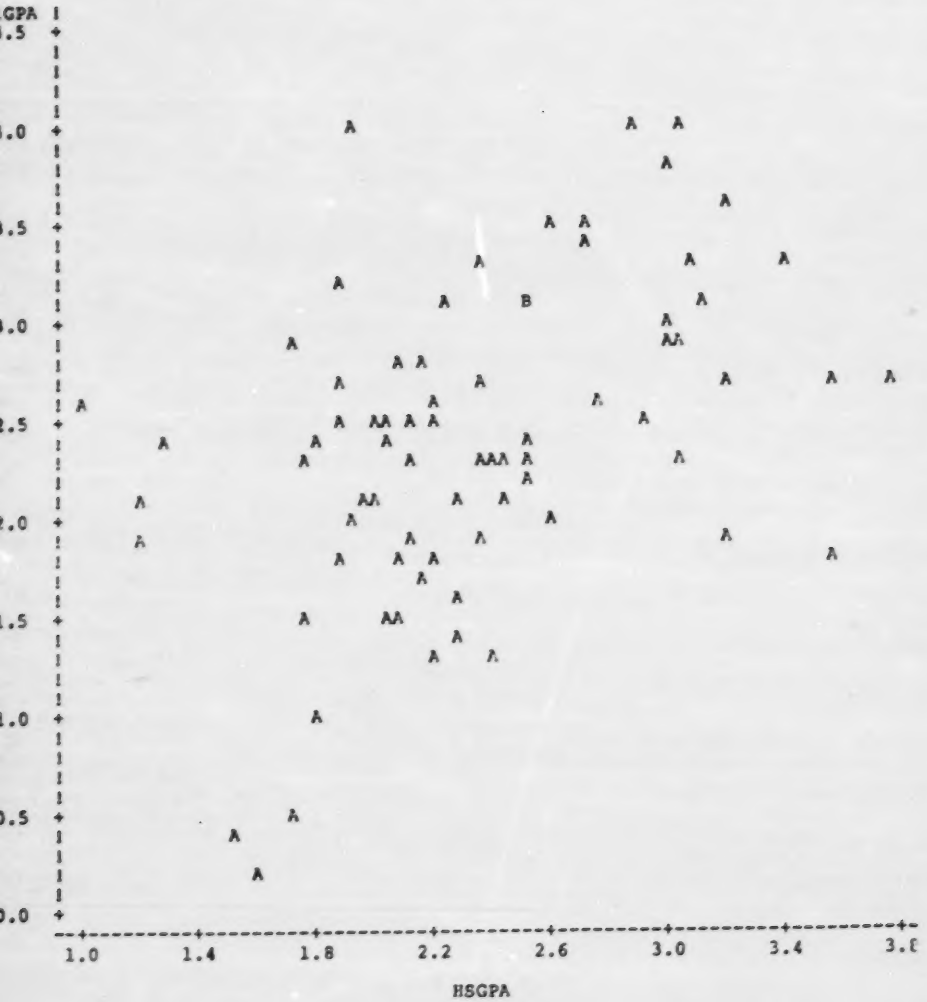
TABLE 1

PLOT OF HSGPA1 DATA

14:26 FRIDAY, OCTOBER 3, 1980

PLOT OF SIGPA*HSGPA

LEGEND: A = 1 OBS, B = 2 OBS, ETC.

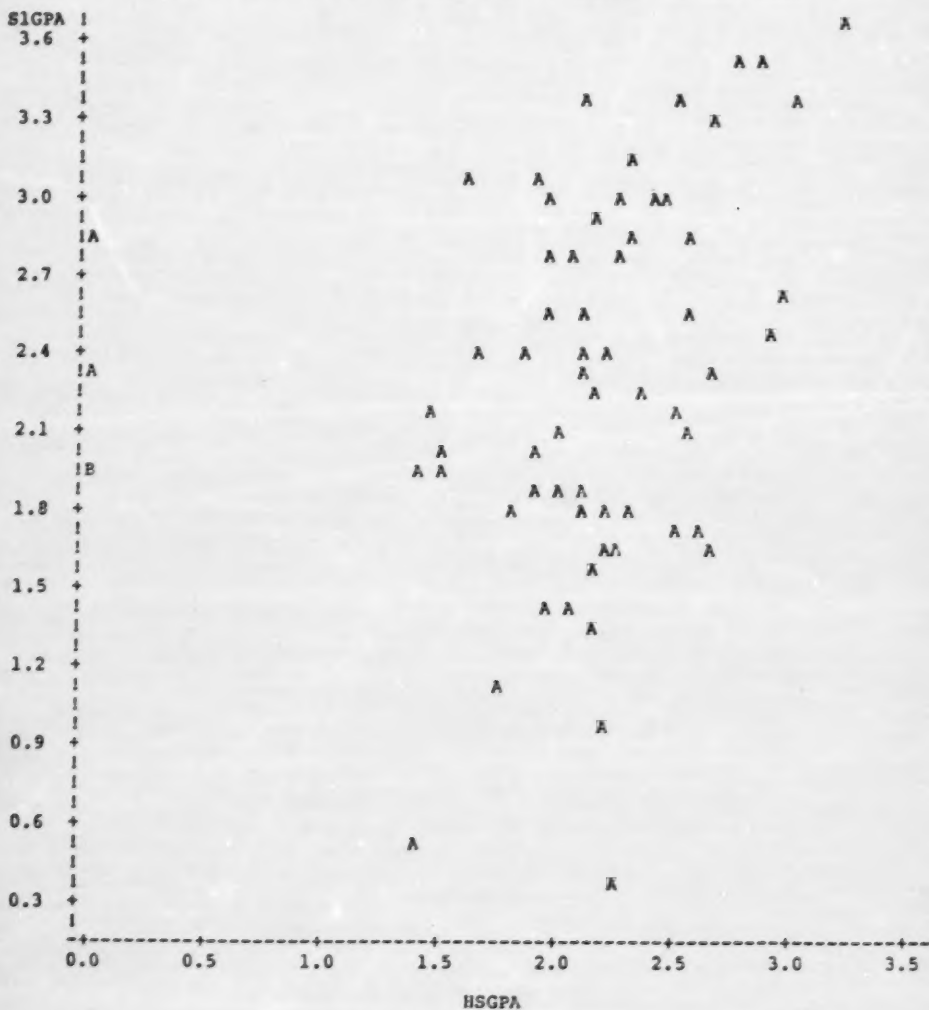


$r = .43$

TABLE 2
PLOT OF HSGPA2 DATA

14:26 FRIDAY, OCTOBER 3, 198

PLOT OF SIGPA*HSGPA LEGEND: A = 1 OBS, B = 2 OBS, ETC.



$r = .24$

COLLEGE-AGE AND GENERAL POPULATION TRENDS IN
NORTH CAROLINA AND THE SOUTH

Frances H. Ewing
State Demographer
Census Bureau, Charlotte, N. C.

The population of the State and Nation are changing in several ways, some obvious and predictable, others more difficult to foresee. These include patterns of change in the age structure and racial composition of the population, in household and family size, migration trends, changes in rural-urban split, and changing fertility and mortality rates.

Planners, as never before, are seeking demographic information to aid in the process of anticipating future needs, but the demographic picture is often very cloudy. Almost by the time a population trend is detected and described to some extent, a reverse trend will have begun. For the coming decade, one population trend that probably can be counted on is continual change itself.

For a long time, areas across the country and within North Carolina have been becoming more similar in social, economic, and demographic characteristics. Regionalism and localism disappear more and more each year. Social and economic trends, fads, styles are nationwide. In a similar manner population growth and change have often acted as equalizing factors among areas. However, there may be some changing demographic trends in the 1980's.

With an economic crunch and an energy crisis, a flocking-in of people to be closer to places of work could result: that is, we might experience "concentrated" urban growth. There are those who argue that when economic conditions are good, metropolitan areas grow and when economic conditions are poor, rural areas grow. Whatever the laws of growth that apply, an area that booms because of, say, new recreational facilities, or a new retirement community, new educational units, etc., is not likely to incur prolonged growth. The reasons for current trends are important for predicting future trends.

In any event we must be prepared for change. Due to a multitude of factors, including a high mobile population, we are a nation (and a state) that reacts and readjusts quickly to social, economic, and demographic changes. In the next decade planners will need to be keenly aware of just how fast trends can both establish themselves and reverse.

Comparing population growth rates of North Carolina with those of the South Atlantic Region, the South, and the whole of the United States, historically since 1950, the South Atlantic region has grown faster than the other 3 geographical areas and is predicted to have the fastest rate of growth through 1990. During the same period of time the U.S. growth rate has shifted from second place to fourth place and North Carolina moved from fourth place to third place. Thus, while the rate of growth of the nation is slowing, North Carolina since 1970 has overtaken the growth rate of the nation with an annual rate of growth approximately 1 1/2 times that of the U.S.

Increases in population are due to two factors: natural increase, or the excess of births over deaths, and net migration, or the excess of in-migrants over out migrants. While births and deaths are relatively easy to measure, any data on gross migration is not readily available, so estimates of net migration are often gained through round about procedures.

One of the greatest demographic debates recently has been the issue of whether current record-low fertility rates will keep constant, further decline, or increase. Generally speaking, one might say that opinion is divided into economist and demographer camps with the economists voting for an upswing and the demographers siding with little or no increase for some time to come.

In North Carolina the total fertility rate (or the average number of children a woman would have in a life-time) hit an all-time low in 1976 at approximately 1.5 for whites and 2.1 for nonwhites. (Replacement level is 2.1). The Office of State Budget, in its most recent set of projections, is expecting the birth rate to be slightly higher for whites by 1990 and slightly lower for nonwhites as the two rates converge, both below replacement level. This parallels the national projections developed at the Bureau of the Census. Birth rates for North Carolina women 20-24 and 25-29 have started to converge whereas previously there was a significant peak in fertility rates at 20-24. This is due mostly to a delay in childbearing for women in the labor force.

The argument for an upswing in the birth rate as summarized by some economists goes that when young adults are in short supply then the labor market situation improves, and that leads to improvement of relative well being, which leads to earlier marriage and childbearing. The same phenomenon is supposed to have happened in the 40's and 50's when a marked decline in the number of young adults led to the baby boom.

For North Carolina, the total fertility rate is expected to increase slightly. However, even if it stays the same, the anticipated influx of preschool children could partly offset the current below-replacement rates. While the school age group of 5-14 is expected either to decline or to grow slowly during the 80's, the very young group of 0-4 is expected to increase. The cohort of women of childbearing age, boosted significantly by baby boom females, is expected to produce over 900,000 births in the 80's (compared to around 860,000 in the 70's).

Each year the Office of State Budget and Management conducts a survey of randomly selected citizens across the state. Some of the questions on that survey deal with birth histories and expectations. North Carolina females age 18-29 average only .9 births to date, whereas national survey results indicate twice this number of births for the same age group. Part of the large difference may be due to the high percentage of women in college in N.C. and the very high female labor force participation rate here. It is estimated that in 1978, 57% of North Carolinian working-age females were in the labor force. Further, 67% of all N.C. mothers with school-age children worked outside the home. This is 10% more than the national figures. Thus, it is logical that N.C. fertility rates are lower than those of the nation. It would be illogical, however, to assume that current rates of increase in percent of females in the labor force can continue indefinitely.

The number of North Carolina women 18-34 who expect to have no more children is greater than those who expect more children. The same is true for the South and the Nation. Sixty percent of N.C. females 18-34 expect no more children, 52% of the same group in the South expect no more, and 50% of women in this age group across the nation expect to have no more children.

The nation and, probably, the state have passed the point at which changes in the death rate could drastically alter population growth, but it can definitely affect the age structure. If significant progress were made in combating some of the major killers, an intensification of the trend toward an increasing elderly population would occur. Official projections for North Carolina include the assumption of some but little change in the death rate over the next decade.

North Carolina has changed categories from being a state with net out-migration to one of net in-migration in the late 60's and through the 70's. The reverse in the migration pattern has been due in great measure to a change from 15% out-migration of nonwhites to almost zero or slight in-migration of nonwhites in the 70's. Survey data combined with recent population estimates and projections provide very rough estimates of total in-migrants, out-migrants and net migration for the last 10 year period. Roughly 7 people have come into N.C. for every 4 people who have left N.C. between 1970 and 1980, resulting in net migration of approximately 270,000. In the 1960's, the ratio was more like 1 person out for each person in. Of these 270,000 individuals who migrated in between 1970 and 1980, approximately 260,000 were white and around 10,000 nonwhite. (Another estimating procedure indicates 230,000 white and 40,000 nonwhite.)

The change to in-migration is very important demographically speaking because population increases due to new births don't result in job holdings, new housing demands, new voters, etc. until 18 years later, whereas population gained through migration has overnight effects. For the decade of the 70's the net migration of approximately 270,000 persons represents about 3.0 percent of the population. The net migration from 1980 to 1990 is projected at approximately 6 percent. Where in the state will these people settle? And where will within-state migration shifts occur? These questions are extremely difficult. If one relies on recent trends for the answer, a few places could be predicted: retirement and resort areas along the coast, in the mountains, and in the sandhills, and the Research Triangle, for example. Based on the experience from 1970-79, the greatest percent migration occurred in Currituck, Dare, Macon, Henderson, Stokes, Pender and Wake Counties. In total numbers of net in-migrants, Wake, Henderson, Orange, New Hanover, Union, Buncombe, Brunswick and Forsyth head the list. For 1980-90, a continuation of 60-70 and 70-80 trends would rank the counties with highest immigration rates as Currituck, Macon, Brunswick, Dare, Stokes, Watauga, Henderson, Orange, Pender and Wake. The location of new industry, new roads, new resort areas, etc., will play a large part in determining population distribution. If some major, unexpected changes occurred, such as the revitalization of the nations railroads, one can imagine what this could mean for population shifts in the state.

For North Carolina, the 1979 and 1980 Citizen Survey results show that while 29% of all current N.C. residents have moved to this state from other areas, almost 1/2 of these in-migrants have lived in North Carolina at some earlier point in time. Thus, "Return Migrants" comprise about half of all in-migration to the state. Typically, for North Carolina in-migrants who responded to the survey, more return migrants than first migrants had low incomes and low education levels.

By intrastate regions, there is not much difference between the percentage of the population that has returned to the state and those who have migrated here for the first time. There is one exception in the Coastal Area (that region between the Piedmont and the Coastal Plains) where 10% of the population are first migrants as opposed to 18% who are return migrants who have lived in other states, but who have returned to the coast. The Piedmont has 32% of all in-migrants.

Over 45% of all in-migrants who currently reside in the state have arrived since 1970. Thirty percent of all white movers and 45% of all nonwhite movers into the state arrived in the last 5 years.

Surveys tell us that the States from which North Carolina draws population most heavily are Virginia (16% of in-migrants), South Carolina (14%), Florida (8%), Georgia (6%), New York (6%), Tennessee (5%), Maryland (5%), and New Jersey (5%). The South has contributed almost 2/3 (65%) of the migrants who currently

reside in North Carolina; the next largest contributor is the North East with 18%. In general, those migrants from the North East have a higher level of education than those from the South. Although the largest number of nonwhite migrants come from the South, the migrants from the Northeast are composed of the largest percentage nonwhite. If migration trends for the South, in general, apply to North Carolina as well, then the group of nonwhite migrants from the North may be composed of a large number of return migrants.

Now, concerning family and household structure, the "typical" family will not be the same in the 80's. It is changing even now. Only seven percent of husband-wife families have a working father, a stay-at-home mother and two children. (This may sound drastically small, but the category husband-wife families includes those just married and those past childbearing.) Changes in the family and the amount of decrease in average household size since 1970 have been overwhelming. Nationally, right now more than half of all households as the baby boom cohort became of age, the trend toward fewer children more singles setting up households and what may be called "survivor households," occupied by a single elderly person, have all contributed to this decrease in household size. Some other factors influencing these trends are divorce, youth living on their own earlier, postponement of marriage and childbearing, the trend away from elderly parents living with their children. In North Carolina, while the average increase in the population has been approximately 1.2 percent annually since 1970, the average annual increase in households has been around 2.6 percent. The state average household size is slightly above the national figure. There was an average of 3.24 persons per household in the state in 1970; the current estimate is between 2.8 and 2.9.

As for changes in racial composition, it is predicted that the nonwhite fraction of the population will probably be insignificantly larger in 1980 than it was in 1970 and will change very little before 1990, increasing from 23.2 percent in 1970 to around 24 percent in 1990.

One of the major trends in the age structure of the population is the fact that nationally and statewide the population is becoming older. The median age in North Carolina was 26.4 in 1970, will be about 29.4 in 1980 and probably between 32 and 32.5 by 1990. Thus, in the next decade we shall pass the point at which over half the population is over 30. Estimates indicate that the nation has already passed this point. Thus our populus is slightly younger than the nation as a whole. The major contributing factors to an aging population are: the baby boom cohort will be entering its 30's, folks are living longer, and there has been a decline in the birth rate. The national life expectancy is 73.2 years today and will be over 75 by 1990. In North Carolina, it is expected that the number of elderly (65+) will increase by almost 85 percent between 1970 and 1990. The young labor force age group (15-29) which has increased by one-fourth in the 70's will actually decline by approximately 6% in the 80's, whereas the older working age group (30-64) is expected to increase by more than 20 percent. However, if there is a major trend for younger retirement, many of these older workers may leave the labor force early.

Examining percent distributions of the U.S. population for 1970, 1980, 1985, and 1990, it appears that the 18-24 group will comprise about the same percentage of total population in 1985 as it did in 1970. Nationwide, the 18-24 year olds (or college age population) peaked in 1979. For North Carolina, the peak will probably occur this year.

What are the implications of a changing age structure that promises to yield an older population, continued low birth rates but more total births, a dramatic increase in 35-44 year olds, and fewer college aged individuals? With some thought, one can well imagine some of the possible effects this will have on the labor force, a volunteer army, the fast-food industry, college enrollment, crime rates, social security contributions and other support of the elderly.

I assume that most individuals here will be primarily interested in how population trends affect college enrollments. In using the college-age pool for an indication of enrollment trends, it should be remembered that the 18-24 group contains a large number of military personnel in this state. In fact, in 1970 15% of this age group in the U.S. and 16% in N.C. were in the armed forces. For 1978, the national percentage had almost shrunk in half. There are not comparable figures available for the state, but a reasonable guess would be that in 1978 around 10% of the 18-24 year olds were in the armed forces.

It appears that, ideally, the group needed as a pool for college enrollment would be those civilian 18-24 year-olds who are high school graduates in this state, in addition to the recruitable market outside the state. That estimate, needless to say, does not exist.

I cannot presume to offer this group advice on how to project college enrollment, but I will summarize the comments of some demographers and education specialists on what may be expected in the 1980's. Hazel Reinhardt, a demographer who currently works for Minneapolis Star, points out that since the 18-21 age group will decline by about 25% nationwide (or about 4.2 million people) between 1979 and 1994, that if students in this group attend college and vocational schools at the same rate as students do today, these enrollments in higher education will drop by 25% over those 15 years. She notes that although some schools are beginning to see an increase in the older (25-35) part-time student that continuation of this trend is uncertain, and that older students are unlikely to offset the decline in 18-21 year olds. Ms. Reinhardt emphasized the very important fact that the number of students enrolled in higher education depends upon a great deal more than the number of people 18-21 or 18-24. Factors such as the cost of education, the availability of jobs and other economic factors, the presence of compulsory military service, and the perceived value of an education have significant influence on college enrollment.

Further, a drop in graduate school enrollment should be expected. According to the Bureau of the Census the substantial increase in graduate school enrollment since 1970 was the result of about 50% rise in the number of 20-34 college graduates rather than an increase in the proportion of college graduates choosing to go on to graduate school.

The Carnegie Commission on Higher Education has predicted that between 1982 and 1992, 300 institutions will close their doors. The precise impact of the demographic decline will probably vary by region, primarily as a result of net migration. The impact of a declining pool will also be influenced by the locally-varying percentage of students who graduate from high school and go on to college. Ian Stewart and Donald Dickason in an article in the June 1979 edition of American Demographics entitled "Hard Times Ahead," make some predictions about the future of higher education. They say that the terms "marketing" and "demographic analysis" are replacing the old terms "admissions" and "recruiting." (Apparently, that must be true to some degree or you would not have invited me here today.) Stewart and Dickason suggest that many schools have what they call a "southern rim" recruiting strategy to tap the growing student population in the South. These gentlemen predict the easing of college admission standards and the merger of neighboring colleges and universities as schools vie for students.

In conclusion, one might suggest that institutional policy decisions on enrollment limitations and recruitment efforts, out-of-state quotas, state and federal financial assistance, and national socioeconomic developments such as recession or prosperity, war or peace will make as much or greater difference in college enrollment as the changes expected in the pool of potential students.

ABSTRACTS

MODEL FOR DETERMINATION OF STUDENT ATTRITION - CAUSES AND TRENDS

H. David Keim, II

and

Alice F. Stevenson
Project Co-Directors
Nash Technical Institute

The purpose of this study is to develop a model for continued identification and analysis of attrition factors as they relate to students in the North Carolina Community College System.

The major objective of the research are to:

1. Define the concept of attrition and clearly distinguish those students labeled "drop-out" from other non-returning students.
2. Develop and validate an instrument for collecting data on student attrition by sending it to the project advisory committee for review, modification, and consensus; and validate it statistically by using a summer attrition sample.
3. Developing an institutional survey to be administered to currently enrolled students to ascertain current administration, staff and faculty procedural problems which may be directly or indirectly related to attrition.
4. Analyze the data received from both survey instruments and qualify the causes of attrition by determining the broad and the specific stimulating agents.
5. Provide a manual for the installation and use of the tested model that would allow each institution within the community college system to study the causes and trends of student attrition indigenous to its own geographical and socioeconomic climate.

These objectives will be attained through: (1) A realistic definition of attrition that is universally accepted and applied within the North Carolina Community College System; (2) A systematic method of surveying the rates, causes, effects, and cures of attrition; (3) Through the suggested dissemination methods, acceptable model of data gathering and interpretation will provide a common base for analysis.

The attrition model developed through this study will allow local institutions to conduct their own study, analyze their results, and develop strategies that will reduce high rates of student attrition. The model would also permit a systematic and uniform method of data collection for conducting attrition studies on a system-wide basis. The developed model would provide the needed in-depth knowledge of student attrition characteristics necessary for institutional and system-wide planning.

(For further information concerning this project, or to have your name placed on a newsletter mailing list, contact H. David Keim at Nash Technical Institute, Route 5, Box 255, Rocky Mount, NC 27801, Telephone 443-4011, Extension 256).

AB

RECRUITING AND RETAINING NONTRADITIONAL STUDENTS IN VOCATIONAL PROGRAMS: A MODEL

Linda Dillon
Assistant Professor
North Carolina State University

Recent legislation has focused upon the issue of the limitations that sex bias and sex role stereotyping impose on the career patterns of men and women in non-traditional areas (PL 94-482). Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education. Title II of the Education Amendments of 1976 requires that sex discrimination, sex bias, and sex stereotyping be eliminated from all vocational education programs.

Occupational stereotypes have lead people to believe that some jobs are appropriate only to men, others only to women. Career patterns have suffered accordingly. Women workers tend to be concentrated in low paying dead-end jobs. Males are channeled toward work which is generally more physically demanding and higher paying, which is critical if they are to take on the traditional role of "breadwinner". Usually there is not a financial advantage to a male who takes on a traditionally female role. The advantage may come in increased job or role satisfaction.

Community involvement in this evolutionary process is a vital component for effecting this kind of change. This study approaches the issue by providing a model which suggests local interventions toward that end. The development of the model was based on the use of both formal and informal data gathering techniques and the active involvement of the population it serves.

Purpose of the Study

The purpose of this study is to develop a model which will serve to increase the enrollment of nontraditional sex membership in occupational education programs at North Carolina Community Colleges.

The objectives of the project are:

1. To develop a model for non-traditional occupational education programs that shows promise of expanding educational opportunities for men and women in non-traditional roles.
2. To provide direction to the population of North Carolina Community Colleges in developing leadership programs to reduce the effects of sex bias and sex-role stereotyping among educators.

Research Design

To meet these stated objectives a series of three conferences are to be held over a period of eighteen months. Each conference is planned to serve a specific purpose: data assessment, training, or evaluation. The data assessment conference was held in May of 1980. The training conference is scheduled for February of 1981.

Population

The population to be served will include the 58 Community Colleges in the State of North Carolina and the communities they serve. Conference participants are selected on the basis of their vested interest in promoting this issue at their institution. By including these practitioners in the process of planning and data collection, it is intended that the model and materials developed will reflect a viable solution to individual community needs.

Conference One--Data Collection and Analysis

Two methods of data collection were used at the time of the first conference and utilized in development of the model:

1. A questionnaire was devised and mailed out to each institution's participant before the conference to assess perceived blocks to increasing non-traditional enrollment, preference for types of materials, and an estimation of the institution's commitment to the problem. Results were analyzed to determine if a variation occurred based on size of the school, type of institution, and location within the state.
2. During the conference an informal, consensus-finding tool called a Framgame (Dormant and Thiagarajan, 1977) was used as an activity to promote contributions from all participants and prioritize concerns. The activity involves a process of prioritizing a list of personal concerns on a series of 3 x 5 cards. By discarding low priority concerns, and joining up with other "like minded" adults, subgroups or task committees could be formed to attack problems of mutual concern. The 3 x 5 cards provided an excellent record of all the ideas generated within the total group.

Results of Data Assessment

A current national review of research and practices (Verheyden-Hilliard, 1979) indicates that sex equity can be attained in vocational education only when:

1. Administrators are committed to making sex equity a high priority issue.
2. Teachers and counselors are trained to implement sex fair exploration and recruitment programs.
3. Teachers are trained to support pioneering students in non-traditional course.
4. Vocational educators (in general) recognize that sex equity must extend to both male and female students if they are to be allowed the freedom of choice which is their right.

The compilation of the two types of data collected as a part of the preliminary data gathering effort reflects these national concerns are present in the feelings of the North Carolinians involved in this study.

DEVELOPMENT OF STRATEGIES TO IMPROVE MINORITY STUDENT RETENTION
BASED UPON A SYNTHESIS OF RESEARCH

Jeff E. Smith
Director, Institute on Desegregation

and

Norman P. Uhl
Associate Vice-Chancellor for Academic Affairs for
Research, Evaluation and Planning
North Carolina Central University

The major purpose of this synthesis of findings from related literature on attrition/retention studies and programs is to develop strategies for the improvement of minority student retention rates on the campuses of predominantly black and predominantly white institutions.

This project is significant because it will pull together the "bits and pieces" of what is known and unknown about the causes of and factors associated with minority student attrition. It will provide a contraction, analysis, and clarification of isolated, fragmentary and sketchy data and findings from published and unpublished literature on minority attrition that will be new to many researchers and the general public. It will point out and explicate, in simple narrative form, the inconsistencies, controversies, misconceptions, and myths that are attached to minority attrition. It will also be a valuable source of information and serve as a basis or first step for designing longitudinal studies and programs that focus on offsetting declining student rates by increasing minority student rates on both predominantly black and predominantly white campuses. The abridged but lengthy bibliography that will be compiled by the end of the project should be very useful to researchers and practitioners in conducting studies and planning programs to increase the retention rates of minority students.

This project will be an extension of the research of ID/IRG participants which include minorities and women. The methods and procedures will involve the following steps: (1) The review of published literature on student attrition and retention will be updated, expanded, and revised. (2) As much unpublished literature as possible will be collected through personal contacts of ID/IRG participants at professional meetings and conferences and by letters of request to institutions, agencies, and researchers. (3) Research designs to test the assumptions and hypotheses will be developed by the principal investigators, and ID/IRG participants with the assistance of the consultants. (4) The assumptions and strategies, and recommendations, will be examined, discussed, and evaluated by consultants, the principal investigators, and ID/IRG participants. (5) The project report will be written by the project investigators, critiqued by ID/IRG Committee on Standards for Publication and Dissemination of Project Reports, and reviewed by the consultants. (6) Research findings of the project will be disseminated.

Planning and Institutional Research in
the Two Year College

Durham Technical Institute
Downtown Motor Inn
Durham, N.C.
May 28-29, 1981

Jointly sponsored by NCAIR and the North
Carolina Department of Community Colleges

Program

Thursday, May 28

- 12:00 - 1:00 Registration, Durham Technical Institute
- 1:00 - 3:00 Welcome: Dr. Tim Sanford, NCAIR President, UNC-CH
Dr. Phail Wynn, DTI President
- "Planning and Research Issues" -
Dr. Marcus Allred, Vice President for Planning
and Research Services, DCC
Dr. Herman Porter, Director of Planning Services, DCC
- 3:00 - 4:45 "N.C. Community College System: Plans and Directions" -
Julian Wingfield, Director of Management Information
Services, DCC
A. The Information "System"
B. A Statewide Follow-up System
- 6:00 - 7:30 Social Hour, Downtown Motor Inn
- 7:30 - Banquet
- "Planning: Purpose, Process, and Problems" - Dr. Raymond H.
Dawson, Vice President for Academic Affairs, UNC
General Administration

Friday, May 29

- 8:30 - 9:45 "Setting up an MIS Consortium at Four Community Colleges" -
Dr. Ken Rollins, Consortium Director, Pitt Community
College
- 10:15 - 11:30 "Planning and Institutional Research at Caldwell Community
College and Technical Institute" - Dr. H. E. Beam, President;
Dr. Don Altieri, Dean of Educational Development;
Candace Tippet, Institutional Research Officer
- 11:30 - 1:00 "Using Personal (Micro) Computers on Campus" - Berry Bernan and
Ron Parker, N.C. Educational Computing Service

Research Tools and Planning Strategies

Center for Continuing Education
Appalachian State University
Boone, N.C.
July 30 - August 1, 1981

Program

Thursday, July 30

- 10:30 - 12:30 Open meeting of the Inter-Institutional Research Group of the Institute on Desegregation, NCCU - Jeff Smith, Coordinator
- 12:00 - 1:00 Registration
- 1:15 - 2:30 Welcome: Dr. Harvey Durham, Vice Chancellor for Academic Affairs, ASU
Dr. Tim Sanford, NCAIR President, UNC-CH
- Keynote Address: "Planning and Research Strategies for Coping with Scarcity and Achieving Flexibility" - Dr. R. Sue Mims, Director of Academic Planning and Analysis, University of Michigan
- 3:00 - 5:00 Concurrent Workshop Sessions
- I. Introduction to SPSS - Professor Karen Callahan, ASU
 - II. Using the Catastrophe Theory as a Research Tool: Computing Programs for Data Analysis - Dr. Loren Cobb, Medical University of South Carolina
- 8:00 - "Horn in the West" Outdoor Drama

Friday, July 31

- 7:30 - 8:45 Executive Committee Breakfast Meeting
- 9:00 - 12:00 Concurrent Sessions
- I. Basic Statistics - Dr. Tom Bohannon, ASU
 - II. Institutional Research, Data Files, and Computing - Dalton Brooks, FSU; Preston Davis, UNC-GA; Sandy Davis, NCCU; Wanda Fisher, UNC-C; Ken Woods, WCU
- 12:00 - 1:30 Luncheon Buffet
- 2:00 - 5:00 Institutional Research and Planning
- Moderator: Tim Sanford, UNC-CH
- Panel: Robert Reiman, ASU; Robert Usery, ECU, Ben Romine, UNC-C
- Reactor: Sue Mims, University of Michigan
- 6:00 - 7:00 Social Hour
- 7:30 - Banquet
- "Mountain Humor and Folklore" - Dr. Jim Jackson, Dean, College of Continuing Education, ASU

Saturday, August 1

- 9:00 - 11:00 Concurrent Sessions
- I. Organizational Development for Institutional Researchers - Paul D. Naylor, UNC-CH
 - II. "Back at the Ranch" Discussion and Consultation with Program Participants
- 11:00 - 12:00 Mini-Computer Demonstration

CONSTITUTION AND BYLAWS
FOR THE
NORTH CAROLINA ASSOCIATION FOR INSTITUTIONAL RESEARCH

(Ratified, January, 1973)
(Revised, November, 1976)
(Revised, November, 1977)
(Revised, November, 1979)
(Revised, November, 1980)

ARTICLE I NAME

The name of the Association shall be the North Carolina Association for Institutional Research.

ARTICLE II PURPOSES

The major purposes of this Association shall be: (1) to provide for professional development; (2) to provide for the dissemination of information and the interchange of ideas on problems of common interests; (3) to contribute to the advancement of post secondary education in its fullest and broadest implications; and (4) to foster a friendly spirit of unity and cooperation among persons having interests and activities related to institutional research.

ARTICLE III MEMBERSHIP

There shall be the following three categories of membership: individual membership, institutional membership and organizational membership. Each category of membership shall have only one vote.

Section 1. Individual Membership shall be open to any person engaged in institutional research, or who has interests and activities directly related to institutional research.

Section 2. Institutional Membership shall be open to any post secondary educational institution.

Section 3. Organizational Membership shall be open to any professional, organizational or educational organization with interests and activities related to institutional research.

ARTICLE IV OFFICERS

Section 1. Officers - The officers of the Association shall consist of the President, the President-Elect, the Secretary, and the Treasurer.

Section 2. Duties of Officers

President - the President shall: (a) serve as Chairman of the Executive Committee and preside at all meetings of the Association; (b) represent the Association or provide for appropriate representation for the Association at national, regional, and local conferences or meetings of interest to the Association; (c) act as spokesman for the Association; (d) have general responsibility for promoting membership in the Association; (e) appoint committee members; and (f) perform any other duties necessary to assist the Association in achieving its purposes as stated in the Constitution.

President-elect - The President-elect shall: (a) perform all of the duties of the President in the absence of that officer; (b) assist the President; (c) serve as Chairman of the Program Committee for the annual meeting; (d) perform other assignments which may be delegated by the President; (e) assume the duties of the President in the event that an unexpired term of the presidency occurs; and (f) assume the office of Presidency at the end of the President's term.

Secretary - The Secretary shall: (a) keep and publish annually an accurate listing of the members of the Association and provide a list of active members during the annual meeting; (b) keep the minutes of the annual meeting and the meetings of the Executive Committee; and (c) shall have the responsibility for printing and distributing at the earliest possible time, the proceedings of the annual meeting.

Treasurer - The Treasurer shall: (a) collect annual dues; (b) provide the payment of duly authorized expenses of the Association; (c) prepare formal financial statements for the executive committee meetings and annual meetings; and (d) perform any other duties assigned by the President.

Section 3. Term of Officers - The term of officers shall be one year. All officers shall assume office at the close of the annual meeting at which elected and serve until the close of the annual meeting coinciding with the completion of the term for which they are elected.

Succession - The Secretary and Treasurer are eligible to succeed self, not more than two consecutive times, in the same office.

Section 4. Election of Officers - All officers shall be elected at the annual meeting by a majority vote of those members present and voting. Voting shall be by written ballot.

ARTICLE V EXECUTIVE COMMITTEE

Section 1. Composition - The Executive Committee shall be composed of the President, President-elect, Secretary, Treasurer, the immediate Past President, and three Members at large elected by the membership. The President shall be the Chairman.

Section 2. Duties - (a) The Executive Committee shall have the general supervision of the affairs of the Association between its annual meetings, fix the hour and place of meetings, make recommendations of the Association, and perform such other duties as are specified in the Bylaws; (b) the Executive Committee shall function as the Budget Committee; and (c) in addition, shall pose questions with the President on important policy matters.

Section 3. Vacancies - Unless otherwise provided for in the Constitution, the Executive Committee shall have the authority to fill any vacancy by appointment for the unexpired term. Any individual appointed by an unexpired term shall be eligible to succeed himself and to serve a full elective term as provided for in the Constitution.

ARTICLE VI AMENDMENTS

This Constitution may be amended at any annual meeting by a 2/3 vote of members present, provided the substance of the proposed amendment shall have been submitted 30 days prior to the meeting in the call of the meeting.

ARTICLE VII BYLAWS

The Association shall adopt ByLaws for the conduct of its affairs not inconsistent with this Constitution. Such ByLaws may be adopted, repealed, or amended at any annual meeting of the Association by a majority of the members present and voting, provided that the proposed amendment to the ByLaws shall have been circulated at least 30 days prior to the annual meeting.

Section 1. Meetings - The purpose of the Association will be served by annual meetings, special meetings, and executive committee meetings. (a) The Annual Meeting of the Association shall be held each year on a date determined by the Executive Committee; (b) Special Meetings of the Association may be called by the Executive Committee, or by petition of ten percent (10%) of the active membership; and (c) the Executive Committee shall meet twice, once in December following the annual meeting (Budget Meetings) and at another time so designed by the President. Special Meetings of the Committee may be called by the President.

Section 2. Membership Dues - There shall be two categories of dues, individual and institutional/organizational. Annual dues for the individual membership shall be five dollars (\$5) payable upon acceptance of membership. Annual dues for institutional/organizational members shall be twenty-five (\$25) payable upon acceptance of membership. Dues are due at each annual meeting and must be paid by September 30 for a member to have active status at the annual meeting. The dues year is from the date of each annual meeting to the next annual meeting.

Section 3. Voting - For voting purposes, each member, individual or institutional, shall have one vote. Individual members are entitled to one vote. Organizational and Institutional members are entitled to one vote cast by a designated representative of the organization or institution.

Section 4. Fiscal Year - The fiscal year of the Association will be from January 1 through December 31.

Section 5. Committees

A. A Nominating Committee of at least three members shall be appointed by the President no later than October 5 for each annual meeting.

B. A Committee on Program and Local Arrangements shall be appointed by the President for each annual meeting.

C. An Auditing Committee shall be appointed by the President for each annual meeting. This committee shall audit the Treasurer's books for the preceding year.

D. The Membership Committee shall be appointed by the President.

E. A Special Program Committee shall be composed of the Members-at-large, who shall act as co-chairpersons, and other persons appointed by the President.

F. Such other Committees as deemed necessary for the welfare of the Association may be appointed by the President.

Section 6. Quorum - A quorum to conduct the business of the Association shall consist of 75% of the active membership.

Section 7. Procedure - The latest edition of Robert's Rules of Order shall govern all meetings of the Association insofar as they are applicable and not inconsistent with the Constitution and ByLaws of the Association.

Section 8. Amendments - These ByLaws may be amended in any annual meeting by a majority vote of members present and voting provided the substance of the proposed amendment shall have been submitted 30 days prior to the meeting, in the call meeting, or at the previous meeting.

NORTH CAROLINA ASSOCIATION FOR INSTITUTIONAL RESEARCH

1981 Membership as of July 1, 1981

Directory of Individual Members

Donald P. Altieri
Dean, Educational Development
Caldwell Community College &
Technical Institute
1000 Hickory Boulevard
Hudson, N.C. 28638 (SC 801)
704/728-4323, Ext. 202

Frances K. Andrews
Administrative Assistant to the President
Central Carolina Technical College
1105 Kelly Drive
Sanford, N.C. 27330 (SC 333)
919/775-5401, Ext. 287

Linda F. Balfour
Research Associate
UNC General Administration
P. O. Box 2688
Chapel Hill, N.C. 27514 (SC 311)
919/962-6981

Leonard R. Ballou
Director of Institutional Research
Elizabeth City State University
ECSU Box 19
Elizabeth City, N.C. 27909 (SC 1035)
919/335-0551, Ext. 241

Edwin D. Bell
Director of Planning
N.C. A & T State University
Room 202, Noble Hall
Greensboro, N.C. 27411 (SC 212)
919/379-7558

Jacqueline Beza
Graduate Student (Higher Education)
UNC-Chapel Hill
1408 Poinsett Drive
Chapel Hill, N.C. 27514

Bruce B. Bishop
Administrative Assistant to the President
Catawba Valley Technical College
Route 3, Box 283
Hickory, N.C. 28601 (SC 631)
704/327-9124, Ext. 286

W. Archie Blount
Director of Institutional Research
Room G-3, Dudley Building
N.C. A & T State University
312 W. Dudley Street
Greensboro, N.C. 27411 (SC 212)
919/379-7797

Tom Bohannon
Director, Statistical & Computer
User Services
Appalachian State University
Whitener Hall
Boone, N.C. 28608
704/262-2140, Ext. 7

Patsy M. Braxton
Director of Financial Aid & Institutional
Research
N.C. School of the Arts
200 Woughtown Street
Winston-Salem, N.C. 27107 (SC 221)
919/784-7170, Ext. 2579 or 2581

Cecil C. Brooks
Associate Director, Institutional
Studies & Planning
Western Carolina University
Cullowhee, N.C. 28723
704/227-7239

Dalton P. Brooks
Director of Institutional Research
Pembroke State University
Pembroke, N.C. 28372 (SC 435)
919/521-4214, Ext. 295

Charles I. Brown
Associate Professor, Education
Fayetteville State University
Box 951
Fayetteville, N.C. 28301 (SC 102)
919/486-1182

Louie A. Brown, Chairman
Department of Sociology
Valdosta State College
Valdosta, Georgia 31698
912/247-3274

Charles A. Bucher
Vice President
Nash Technical College
Route 5, Box 255
Rocky Mount, N.C. 27801 (SC 770)
919/443-4011, Ext. 224

Kathryn P. Bunce
Assistant Director of Institutional
Research
UNC-Wilmington
PO Box 3725
Wilmington, N.C. 28406 (SC 415)
919/791-4330, Ext. 2520

Wilmoth A. Carter
Vice President of Academic Affairs
& Research
Shaw University
118 E. South Street
Raleigh, N.C. 27611
919/755-4830

Mary M. Cauley
Director of Institutional Research
& Planning
Lenoir Community College
Kinston, N.C. 28501 (SC 123)
919/527-6223, Ext. 221

Larry R. Clark
Director, Social & Behavioral Science
Division
Western Piedmont Community College
1001 Burkemont Avenue
Morganton, N.C. 28655 (SC 612)
704/437-8688, Ext. 2222

Henry Conner
Data Processing Supervisor
Southeastern Community College
PO Box 151
Whiteville, N.C. 28431 (SC 422)
919/642-7141, Ext. 253

Ruth Ann Cook
Coordinator of Institutional Research
& Reporting
Appalachian State University
Whitener Hall
Boone, N.C. 28608
704/262-2140, Ext. 6

Bill H. Davis
Assistant to the President
Wilkes Community College
Drawer 120
Wilkesboro, N.C. 28697 (SC 811)
919/667-7136, Ext. 34

Sandy H. Davis
Director of Institutional Studies
North Carolina Central University
Durham, N.C. 27707 (SC 202)
919/683-6314, Ext. 7

Cynthia L. Davis-Palcio
Coordinator of Student Affairs Research
N.C. State University
204 Peele Hall
Raleigh, N.C. 27650
919/737-2777

David J. DeVries
Coordinator of Information Systems
Mars Hill College
Box 245
Mars Hill, N.C. 28754
704/689-1110

Edward B. Dodd
Director of Development
Richmond Technical College
Box 1189
Hamlet, N.C. 28345 (SC 381-A)
919/582-1980, Ext. 233

Eric Eno
Program Officer
Academy for Educational Development
836 Olive Street
Greensboro, N.C. 27401
919/275-4940

A. Lawrence Fincher
Vice Chancellor of Administration
& Planning
UNC-Greensboro
1000 Spring Garden Street
Greensboro, N.C. 27412 (SC 214)
919/379-5426

Wanda B. Fisher
Director of Institutional Research
UNC-Charlotte
UNCC Station
Charlotte, N.C. 28223 (SC 512)
704-597-2431

Anne M. Fishburne
Director of Institutional Research
Wayne Community College
Caller Box 8002
Goldsboro, N.C. 27530 (SC 113)
919/735-5151, Ext. 305

Robert E. Fry
Director of Institutional Research
UNC-Wilmington
PO Box 3725
Wilmington, N.C. 28406 (SC 415)
919/791-4330, Ext. 2520

Nellie Hardy
Coordinator of Institutional Planning
N.C. Dept. of Community Colleges
114 W. Edenton Street
Raleigh, N.C. 27611
919/733-3995

Cyril Harvey
Director of Institutional Research
Guilford College
Greensboro, N.C. 27410
919/292-5511, Ext. 238

Thomas H. Heath
Assistant Director
State Commission on Higher Education
Facilities
Box 28322
Raleigh, N.C. 27611
919/733-6771

Dennis D. Hengstler
Evaluation Specialist
UNC-Greensboro
304 Mossman Administration
Greensboro, N.C. 27412 (SC 214)
919/379-5930

Patty S. Herbin
Institutional Development Officer
Technical College of Alamance
PO Box 623
Rav River, N.C. 27258 (SC 284)
919/578-2002, Ext. 28

Robert F. Hill, Jr.
Director of Information Systems
UNC General Administration
PO Box 2688
Chapel Hill, N.C. 27514 (SC 311)
919/962-6981, Ext. 261

Gerald L. Honaker
Coordinator, SDIP
Catawba College
Salisbury, N.C. 28144
704/637-4408

Carl H. Johnson
Financial Systems Manager
UNC-Chapel Hill
ADP
440 West Franklin Street 454A
Chapel Hill, N.C. 27514 (SC 312)
919/966-1581, Ext. 259

Larry G. Jones
Associate Director, Institutional
Research & Planning
University of Georgia
310 New College
Athens, Georgia 30602
404/542-8832

H. David Keim
Co-Director, Study on Student Attrition
Mash Technical College
Route 5, Box 255
Rocky Mount, N.C. 27801 (SC 770)
919/443-4011

Kenneth D. Kennedy
Coordinator of Institutional Research
James Sprunt Technical College
PO Box 398
Kenansville, N.C. 28349
919/296-1341, Ext. 211

Nancy Y. Lee
Assistant Director of Institutional
Research
Elizabeth City State University
ECSU Box 202
Elizabeth City, N.C. 27909 (SC 1035)
919/335-0551, Ext. 241

Lillian Y. Lehman
Registrar & Director of Institutional
Research
UNC-Chapel Hill
02 South Building 005A
Chapel Hill, N.C. 27514 (SC 312)
919/962-3073

George C. Lewis
Director of Research & Planning
Sandhills Community College
Route 3, Box 182-C
Carthage, N.C. 28327 (SC 343)
919/692-6185, Ext. 258

Max H. Lippard
Administrative Assistant
Robeson Technical College
Drawer A
Lumberton, N.C. 28358
919/738-7101, Ext. 76

Eddie M. Locklear
Director of Veterans Affairs
Robeson Technical College
Drawer A
Lumberton, N.C. 28358
919/738-7101, Ext. 74

Fred W. Manley
Coordinator, Occupational Education
Research Services
N.C. Dept. of Community Colleges
State Education Building
Raleigh, N.C. 27611
919/733-3995

Walter N. McDonald
Educational Development Officer
Louisburg College
Box 609
Louisburg, N.C. 27549
919/496-2512, Ext. 215

William A. McIntosh
Vice President, Educational Planning
& Evaluation
Central Piedmont Community College
PO Box 4009
Charlotte, N.C. 28204 (SC 518)
704/373-6647

Gary Melville
Dean of Administrative Services
Haywood Technical College
PO Box 457
Clyde, N.C. 28721
704/627-2821, Ext. 31

Jo Anne Miles
Research Assistant
Institutional Research Office
UNC-Charlotte
UNCC Station
Charlotte, N.C. 28223 (SC 512)
704/597-2431

James R. Montgomery
Director of Institutional Research
Virginia Polytechnic Inst. & State Univ.
129 Smyth Hall
Blacksburg, Virginia 24061
703/961-6994

Dianna B. Morris
Assistant Director of Institutional
Research
East Carolina University
Greenville, N.C. 27834 (SC 142)
919/757-6288

James L. Morrison
Professor of Education
UNC-Chapel Hill
Peabody Hall
Chapel Hill, N.C. 27514 (SC 312)
919/966-1354

Sherry B. Morrison
Director of Research
Division of Student Affairs
UNC-Chapel Hill
01 Steele Building 050A
Chapel Hill, N.C. 27514 (SC 312)
919/966-4041

Paul D. Naylor
University Research Assistant
Office of Institutional Research
UNC-Chapel Hill
02 South Building 005A
Chapel Hill, N.C. 27514 (SC312)
919/962-3072

Vietta M. Neal
Director of Institutional Research
Johnson C. Smith University
100 Beatties Ford Road
Charlotte, N.C. 28216
704/378-1000, Ext. 2051

Phares S. Nye
Director, Institutional Planning &
Research
Wake Technical College
9101 Fayetteville Road
Raleigh, N.C. 27603
919/772-0551

James Olliver
Dean of Administration
Pfeiffer College
Misenheimer, N.C. 28109
704/463-7343, Ext. 321

Nancy D. Pate
Coordinator of Institutional Studies
N.C. State University
204 Peele Hall
Raleigh, N.C. 27650
919/737-2777

Gloria J. Phoenix
Planning Associate
N.C. A&T State University
202 Noble Hall
Greensboro, N.C. 27411 (SC 212)
919/379-7559

Walter M. Flexico
Assistant Dean of Instruction
Rockingham Community College
Wentworth, N.C. 27375
919/342-4261, Ext. 137

Herman Porter
Director of Planning Services
N.C. Dept. of Community Colleges
114 W. Edenton Street
Raleigh, N.C. 27611
919/733-3995

Robert M. Porterfield
Management Information System Coordinator
Vance-Granville Community College
PO Box 917
Henderson, N.C. 27536 (SC 720)
919/492-2061, Ext. 272

Linda K. Pratt
Associate Director, Research, Evaluation
& Planning
North Carolina Central University
PO Box 19375
Durham, N.C. 27707 (SC 202)
919/683-6362

Dan W. Proctor
Director of Records & Research
Gardner-Webb College
Boiling Springs, N.C. 28150
704/434-2361, Ext. 224

Donald J. Reichard, Director
Office of Institutional Research
UNC-Greensboro
304 Moseman Administration Building
Greensboro, N.C. 27412 (SC 214)
919-379-5930

Vincent Revels
Vice President
Bladen Technical College
PO Box 266
Dublin, N.C. 28332
919/862-2164, Ext. 23

Gordon W. Robinson
Director of Institutional Research
& Planning
Saint Augustine's College
1315 Oakwood Avenue
Raleigh, N.C. 27611
919/828-4451, Ext. 397

Ben H. Romine
Executive Associate for Planning
& Program Development
UNC-Charlotte
UNCC Station
Charlotte, N.C. 28223 (SC 512)
704/597-2201

Maurice E. Salani
Administrative Officer/Facilities
Project Supervisor
N.C. Commission on Higher Ed. Facilities
PO Box 27322
Raleigh, N.C. 27611
919/733-3266

Timothy R. Sanford
Associate Director of Institutional
Research & Lecturer, Education
UNC-Chapel Hill
02 South Building 005A
Chapel Hill, N.C. 27514 (SC 312)
919/962-3071

Lenore M. Saunders
Registrar
Montreat-Anderson College
Montreat, N.C. 28757
704/669-8011, Ext. 24

John C. Schofield
Director of Institutional Research
Pitt Community College
PO Drawer 7007
Greenville, N.C. 27834 (SC 145)
919/756-3130, Ext. 262

Ellen L. Schrader
Research & Planning Assistant
Lenoir Community College
PO Box 188
Kinston, N.C. 28501 (SC 123)
919/527-6223, Ext. 221

Ben M. Seelbinder
Director, Records & Institutional
Research
Wake Forest University
7344 Reynolda Station
Winston-Salem, N.C. 27109
919/761-5244

Jeff E. Smith
Director, Institute on Desegregation
North Carolina Central University
Durham, N.C. 27707 (SC 202)
919/683-6212

Sheridan C. Smith
Administrative Assistant
Southwestern Technical College
PO Box 67
Sylva, N.C. 28779
704/586-4091, Ext. 24

Benjamin F. Speller
Assistant Dean
School of Library Science
North Carolina Central University
Durham, N.C. 27707 (SC 202)
919/683-6485

LaRose F. Spooner
Assistant to the President
Meredith College
Hillsborough Street
Raleigh, N.C. 27611
919/833-6461, Ext. 211

Florence H. Steele
Vice President for Institutional
Research & Administration
Francis Marion College
PO Box 77500
Florence, S.C. 29501
803/669-4121, Ext. 221

Alice F. Stevenson
Director of Admissions
Beaufort County Community College
PO Box 1069
Washington, N.C. 27889 (SC 173)
919/946-6194, Ext. 221

Dorothy F. Sutton
Research Associate
UNC-Greensboro
304 Moseman Administration Building
Greensboro, N.C. 27403 (SC 214)
919/379-5930

Malcolm C. Swanson
Director, Data Information Systems
Catawba College
Salisbury, N.C. 28144
704/637-4408

Candace W. Tippet
Research & Planning Assistant
Caldwell Community College & Technical
Institute
1000 Hickory Boulevard
Hudson, N.C. 28638 (SC 801)
704/728-4323, Ext. 221

William D. Tyndall
Director of Institutional Research
Carteret Technical College
3505 Arendell Street
Morehead City, N.C. 28557
919/726-2811, Ext. 44

Norman P. Uhl
Associate Vice Chancellor for Research,
Evaluation & Planning
North Carolina Central University
Durham, N.C. 27707 (SC 202)
919/683-6367

Robert M. Ussery
Director of Institutional Research
East Carolina University
Greenville, N.C. 27834 (SC 142)
919/757-6288

Jane M. Walbrun
Institutional Research
02 South Building 005A
UNC-Chapel Hill
Chapel Hill, N.C. 27514 (SC 312)
919/962-3071

Sue Anne Walker
Assistant Director, Institutional
Studies & Planning
Western Carolina University
Cullowhee, N.C. 28723
704/227-7239

Marjorie H. White
Administrative Officer
N.C. A & T State University
Room C-3, Dudley Building
Greensboro, N.C. 27411 (SC 212)
919/379-7797

Robert A. Willis
Director of Institutional Research
Coastal Carolina Community College
444 Western Boulevard
Jacksonville, N.C. 28540
919/455-1221, Ext. 221

Julian C. Wingfield, Jr.
Director, Management Information
Services
N.C. Dept. of Community Colleges
105 Education Building
Raleigh, N.C. 27611
919/733-3495

Kenneth L. Wood
Director, Institutional Studies &
Planning
Western Carolina University
Cullowhee, N.C. 28723
704/227-7239

Directory of Institutional Members (and Official Representatives)

Chowan College
A. Linda Hassell
Director of Institutional Research
Drawer 37, Jones Drive
Murfreesboro, N.C. 27855
919/398-4101, Ext. 239

Durham Technical College
Joseph L. Ezzell, Jr.
Director of Planning & Research
1637 Lawson Street
Durham, N.C. 27703 (SC 205)
919/596-9311

East Carolina University
Robert M. Ussery
Director of Institutional Research
Greenville, N.C. 27834 (SC 142)
919/757-6288

Fayetteville State University
Arthur J. Pindle, Jr.
Director of Institutional Research
Newbold Station
Fayetteville, N.C. 28301 (SC 102)
919/486-1134

Guilford Technical Institute
Edward F. Duffy
Director, Development, Research &
Planning
PO Box 309
Jamestown, N.C. 27282
919/292-1101, Ext. 329

Livingstone College
Ozell Cowan
Acting Director of Institutional
Research
701 W. Monroe Street
Salisbury, N.C. 28144
704/633-7960, Ext. 15

N.C. Wesleyan College
Sim O. Wilde
Title III Coordinator
Wesleyan College Station
Rocky Mount, N.C. 27801
919/772-7121, Ext. 214

The University of North Carolina
General Administration
Gary T. Barnes
Assistant Vice President for
Planning
PO Box 2688
Chapel Hill, N.C. 27514 (SC 311)
919/962-6981, Ext. 255

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NOMINATING COMMITTEE

Ben M. Seelbinder, Chair, Wake Forest University

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LIAISON OFFICER WITH AIR

Timothy R. Sanford, University of North Carolina at Chapel Hill

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Joint Annual Meeting with the
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PUBLICATIONS OF THE NORTH CAROLINA ASSOCIATION
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PROCEEDINGS

- 1973 - Inaugural Proceedings of the North Carolina Association for Institutional Research, (Chapel Hill), ED 122 672.
- 1973 - The Institutional Research Practitioner: Problems, Processes and Procedures, (Charlotte), ED 098 858.
- 1974 - Long Range Planning, Attrition-Retention and Graduate Follow-Up Studies, (Winston-Salem), ED 118 049
- 1975 - Enrollment Projections, (Boone)
- 1976 - Functional Models of Institutional Research, (Greensboro). ED 145 768.
- 1977 - Issues/Higher Education/Institutional Research, (Asheville), ED 176 666.
- 1978 - IR: A Look Toward the 1980's (Charlotte), and Drive-In Conference, (Southern Pines), ED 175 346.
- 1979 - Institutional Research and Strategies for Higher Education Issues in the 1980's (Raleigh), and Drive-In Conference, (Chapel Hill).
- 1980 - The Role of Institutional Research in Institutional Governance, (Wrightsville Beach).

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